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ABSTRACT

This teacher's guide and one hundred lesson plans are an adult performance level (APL) curriculum to assist adult basic education (ABE) teachers in switching to a competency based adult education program which integrates academic and life skills concepts into one lesson. The teacher's guide describes the project need, product, method of determining product scope, and product evaluation procedures. It also contains a participant's Life Skills Checklist, Bibliography of Resource Materials, and a section on using the lesson plans. Directed toward a specific competency in one of the five APL areas, lesson plans are divided into these groups (each group containing twenty lesson plans): occupational knowledge, consumer economics, health and safety, government and law, and community resources. The file card format for each lesson plan includes headings and codes keyed to the participant's Life Skills Checklist, estimated classroom teaching time, APL area, specific life skills topics, and lesson plan. The lesson plan provides (1) teacher preparation, (2) basic skills--both academic and life skills to be acquired by the participant, (3) specific activities, (4) demonstration of competence, and (5) individual life skill activity. Any resource materials to be used by teacher or student are coded to correspond to a bibliographic listing in the teacher's guide. (YLB)

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A 309 ADULT EDUCATION PROJECT

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APL MADE EASY

A Card Catalogue of 100 Lesson Plans and a Teacher's Guide

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July 1, 1978 -- June 30, 1979

CE 024 580

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TO THE TEACHER

INTRODUCTION

It is now five years since the APL Survey Project was initiated at the University of Texas. It is indeed two years since the results of the nationwide Literacy Test were released to the public and put Adult Education on the front page of The New York Times. According to a 1979 Survey of Adult Functional Competency Projects published by the Division of Adult Education, USOE, (47) forty-seven of (50) fifty states and the District of Columbia are engaged in (38) thirty-eight Staff Development and (131) one hundred and thirty-one Special Projects dealing with competency-based adult education. Yet there has been a noticeable resistance on the part of ABE teachers to make the switch to an integrated ABE/APL curriculum.

WHY? Many of this nation's ABE teachers do double duty in K-12 classrooms during the day. There is an easy carryover from reading, math and usage taught to children to the same subjects taught to adults. APL, however is different. A true CBAE curriculum requires an integration of math, reading and/or language skills with basic knowledge areas enabling teachers to present academic and life skills concepts in the framework of one lesson. While volumes and volumes of curriculum are now available, the time for part-time teachers to peruse them is not. Therefore, this project was developed to assist ABE teachers to make the switch to a CBAE curriculum...to make APL easy.

DESCRIPTION OF THE PRODUCT

APL MADE EASY is a teacher's card catalogue of 100 lesson plans dealing with individual life skills topics. Each 5x8 card is laminated, color-coded to its life skills area, simple to use, and stores handily in a card file. Each card is directed toward a specific competency in one of the five APL areas: I) Occupational Knowledge; II) Consumer Economics; III) Health and Safety; IV) Government and Law, and V) Community Resources. There are 20 specific cards for each area.

Each APL MADE EASY card contains the following information: A) a number/letter heading keyed to the participant's Life Skills Checklist; B) estimated classroom teaching time; C) the APL area; D) the specific life skills topic, and E) the lesson plan. Each lesson plan includes the following details: 1) teacher preparation, 2) basic skills -- both academic and life skills to be acquired by participant; 3) specific activities; 4) demonstration of competence, and 5) individual life skill activity. Any material resources to be used by teacher or student are coded to correspond to a bibliographic listing in the teacher's guide.

APL MADE EASY was designed for intermediate and advanced ABE students reading at fifth grade level or above. The material is also relevant for interested GED or External Diploma adults. Each card is specific. Therefore, additional cards can be added at a later date. These might contain alternative plans to teach a specific topic/competency. There is a need to develop a corresponding set of cards for Basic Reading (1-4th grade reading level) and English as a Second Language adults.

The Teacher's Guide which accompanies the cards describes the project need, product, method of determining product scope, product evaluation procedures, a participant's Life Skills Checklist and a Bibliography of Resource Materials. The section on how to use the card catalogue was developed with the assistance of teachers field testing the materials. The suggestions are meant to be modified according to individual classroom needs.

PROJECT BACKGROUND

Any viable CBAE curriculum must be built around participants' interests as well as needs. Your adult student will learn and practice only what that student believes s/he needs to know. In addition, a program designed to prepare adults to become responsible members of their community must reflect community values as well as student needs and interests. A community survey and a participant questionnaire were our first steps in determining the topics to be covered by the APL MADE EASY cards.

The community survey had been done for us. Pennsylvania is in the process of examining high school graduation requirements and revising its curriculum to meet the needs the community sees for its youth. Lancaster School District sent out a survey to 400 randomly-selected Lancaster City residents asking them to rate as important to non-important 71 different life competencies and to indicate which competencies should be graduation requirements. Seventy-five percent of those surveyed responded.

A similar questionnaire was administered to teachers and participants in Lancaster-Lebanon I.U. 13's ABE classes for disadvantaged out-of-school youth and adults operated in conjunction with CETA and the Community Action Program of Lancaster County (See Table I). The instrument categorized 100 life skills tasks under the five APL areas. Participants were asked to rank the ten skills they wished most to acquire. Teachers were surveyed prior to administering the students' questionnaires. In comparing the Lancaster City's community study with the ABE questionnaire results, we found that the life skills the community rated essential for high school graduates were the same skills high school dropouts wanted most to acquire. It was also apparent that ABE teachers were extremely sensitive to the needs of their students (See Table II). These survey results formed the basis for our selection of the specific topics/competencies to be included in the card catalogue.

The project curriculum specialist worked with teachers in the ABE/CAP program to identify relevant resources in the topic areas. These included books, pamphlets, audio-visual materials and resource experts. Community field trips were also included when judged to be the best mode of activity for teaching a specific competency. The lesson plans were generated either by the specialist or the teachers and then tried out in one or more classes. A Lesson Plan Evaluation Form (See Table III) sought imput from teachers and students as to their subjective evaluation of the lesson. An objective evaluation was provided by student success rate on the performance of competency. If necessary, lesson plans were revised before inclusion in the card catalogue. Each plan was organized to conform to a standard card model (See Table IV).

TABLE I

LIFE SKILLS SURVEY

Female ______ Male ______ Age _____

Occupation ______________________________

This is not a test:

We would just like to know what situations in every day life you would like to better understand or have more information about.

Please read each statement and then put a check under yes or no. Feel free to ask your teacher any questions that you have.

There are two blanks at the end of each page. If there is something else you would like to know about, please write it in the blanks.

OCCUPATIONAL KNOWLEDGE

YES	NO		I would like to know more about:
___	___	1.	My particular job interests and needs.
___	___	2.	The difference between the BES (Bureau of Employment Security) and private employment agencies.
___	___	3.	How to use the help wanted ads in the newspaper.
___	___	4.	How to write a letter of application.
___	___	5.	How to properly address an envelope.
___	___	6.	How to seek employment by telephone.
___	___	7.	How to write a personal fact sheet and job history (resume).
___	___	8.	How to fill out a job application form.
___	___	9.	What an employer looks for in a new employee.
___	___	10.	How to prepare for a job interview.
___	___	11.	What questions to ask a possible employer.
___	___	12.	Employment benefits such as health and life insurance, vacation, sick leave, and retirement.
___	___	13.	What is meant by minimum wage.
___	___	14.	How fill out a social security form.
___	___	15.	How to figure my wages.
___	___	16.	My payroll deductions and my take home pay.
___	___	17.	The function of labor unions.
___	___	18.	What "equal opportunity employer" means.
___	___	19.	What employers call good work habits.
___	___	20.	How to deal with employers, other workers, and work situations.
___	___	21.	
___	___	22.	

TABLE I, cont.

CONSUMER ECONOMICS

YES	NO	I would like to know more about:
___	___	1. Making a family budget.
___	___	2. Buying food wisely.
___	___	3. Comparison shopping.
___	___	4. Purchasing a major appliance such as a television set or refrigerator.
___	___	5. Taking measurements to buy such things as carpeting or draperies.
___	___	6. The costs involved in buying a house.
___	___	7. Renting an apartment and signing a lease.
___	___	8. What to look for when buying a new car or used car.
___	___	9. Consumer fraud (or ripoffs) and consumer protection.
___	___	10. Ordering items from a catalog.
___	___	11. How to figure sales tax.
___	___	12. Establishing a credit rating.
___	___	13. Borrowing money and what types of loans are available.
___	___	14. Opening a checking account, writing checks, and balancing a check book.
___	___	15. Figuring interest and credit charges.
___	___	16. Savings accounts.
___	___	17. Buying insurance such as life, home owners, rental, and car insurance.
___	___	18. Advertising practices.
___	___	19. Sales agreements.
___	___	20. Utility bills such as telephone, oil and electric.
___	___	21.
___	___	22.

HEALTH AND SAFETY

YES	NO	I would like to know more about:
___	___	1. How to tell when someone is ill and how to get medical help.
___	___	2. The proper use of prescription drugs.
___	___	3. Proper home care of the sick.
___	___	4. Shots for children to fight disease.
___	___	5. How to plan well balanced meals.
___	___	6. Proper dental care.
___	___	7. Basic first aid.
___	___	8. How to make my home safe from accidents and injuries.
___	___	9. Family planning and effective birth control methods.
___	___	10. Pregnancy and pre-natal care.
___	___	11. Infant and child care.
___	___	12. The symptoms and treatment of VD (veneral disease).
___	___	13. Alcohol and its effects.
___	___	14. Problems of drug abuse.
___	___	15. How to tell when someone has emotional problems such as depression and where to find professional help.
___	___	16. The effects of smoking.
___	___	17. The danger signs of cancer.
___	___	18. Signs and treatment of diabetes.
___	___	19. Heart disease.
___	___	20. Health insurance.
___	___	21.
___	___	22.

TABLE I, cont.

GOVERNMENT AND LAW

YES	NO	I would like to know more about:
___	___	1. The constitution of the United States and how it affects me.
___	___	2. How to register to vote.
___	___	3. The use of the voting machine and voting ballot.
___	___	4. Our political parties.
___	___	5. How my local government works and it can help me.
___	___	6. How the court system works.
___	___	7. My legal rights if I am arrested
___	___	8. How, when, and where to obtain legal help.
___	___	9. Crimes which are a felony or a misdemeanor.
___	___	10. How to sue an individual or a company.
___	___	11. The difference between a subpoena and a summons.
___	___	12. Legal papers such as wills, marriage licenses, birth and death certificates
___	___	13. Filling out my federal income tax form.
___	___	14. Filling out my state and local income tax forms.
___	___	15. How the government uses my tax money.
___	___	16. The powers of the President of the United States.
___	___	17. How laws are made.
___	___	18. The powers of Congress.
___	___	19. The Supreme Court.
___	___	20. Social Security - How to apply for its benefits.
___	___	21.
___	___	22.

COMMUNITY RESOURCES

YES	NO	I would like to know more about:
___	___	1. What recreational areas, such as pools and parks, are available in my community.
___	___	2. What shopping areas are located in my community.
___	___	3. What health services are available in my community.
___	___	4. Where to get help with a consumer complaint.
___	___	5. The Post Office facilities.
___	___	6. The Public Library.
___	___	7. What day care centers are available in my community.
___	___	8. Where to call in case of fire, illness, or accident.
___	___	9. How to use a road map.
___	___	10. How to make hotel reservations by telephone or mail.
___	___	11. How to read transportation schedules for a bus, train, or airplane.
___	___	12. How to figure my discount on travel rates.
___	___	13. How to order tickets by mail or telephone.
___	___	14. Traffic rules and regulations.
___	___	15. Road signs and signals.
___	___	16. How to apply for a license for my pet.
___	___	17. How to get a driver's permit or license.
___	___	18. How to use the telphone book if I need something repaired.
___	___	19. How to write an ad for a newspaper.
___	___	20. How to figure out time zones and daylight savings time.
___	___	21.
___	___	22.

TABLE II

LIFE SKILLS SURVEY RESULTS

The results of the Life Skills Survey have been tabulated and are summarized below with the responses ranked in order of student and teacher preferences. Those responses that have an asterisk indicate that both students and teachers have chosen the same response or priority. Only the five topics selected most often are listed.

TEACHERS RESPONSES	PARTICIPANT RESPONSES
Occupational Knowledge	
*1. Job application form	*1. Job interests and needs
2. Help wanted ads	2. Labor unions
3. Writing a personal fact sheet	3. Employment fringe benefits
4. Preparing for a job interview	4. Questions to ask a possible employe
*5. Job interests and needs	*5. Job application form
Consumer Education	
*1. Renting and apartment	*1. Buying a new or used car
*2. Buying a new or used car	*2. Buying insurance
*3. Consumer protection	*3. Consumer protection
*4. Buying insurance	*4. Renting an apartment
*5. Making a family budget	*5. Making a family budget
Health and Safety	
1. Family planning and birth control	*1. Basic first aid
*2. Basic first aid	2. Danger signs of cancer
3. Problems of drug abuse	3. Homesafety
4. Planning well balanced meals	4. Identifying illness and getting hel
5. Mental illness	5. Heart disease
Government and Law	
*1. Federal income tax forms	*1. Legal rights, when arrested
*2. Legal rights, when arrested	*2. Obtaining legal aid
*3. Obtaining legal aid	*3. Federal income tax forms
*4. State and local tax forms	*4. State and local tax forms
5. Registering to vote	5. Understanding legal papers
Community Resources	
*1. How to get a driver's permit	*1. Where to get help with a complaint
*2. Where to call in case of fire, accident,etc.	*2. Health services in the community
*3. Where to get help with a consumer complaint	*3. Where to call in case of fire, etc.
*4. Health services in the local community	*4. How to get a driver's permit
5. Using transportation schedules.	5. How to use a road map

TABLE III

LESSON PLAN EVALUATION FORM

LIFE SKILL AREA: ____________________ INSTRUCTOR: ____________________

TOPIC: ____________________ DATE: ____________________

TEACHER EVALUATION	PLEASE CIRCLE	
1. Was the topic relevant to your students' needs?	yes	no
2. Were the directions clear?	yes	no
3. Were the basic skills appropriately identified?	yes	no
4. Did the activities stimulate interest in the topic?	yes	no
5. Were the demonstration of competency and the life skill activity a good method to check the students competency?	yes	no
How long did this lesson plan take to present?	__________	

Comments:

STUDENT EVALUATION	Read the question. Poll the students.	
1. Was this topic meaningful or helpful?	yes________	no_______
2. Were the activities interesting?	yes________	no________
3. Did the reading materials help explain the topic?	yes________	no________
4. Could someone learn a new skill from this lesson?	yes________	no________
5. Do you feel that you need to learn more about this topic?	yes________	no________

Comments:

TABLE IV

(SIDE ONE)

Checklist Code Number/Letter Time
APL AREA

SPECIFIC TOPIC/COMPETENCY

Teachers' Preparation

(Resources are coded to
Bibliography in Guide)

Student Skills

(Academic & basic knowledge
skills to be gained.)

ACTIVITIES

Individual or Group

Demonstration:
- a. by teacher
- b. by resource expert
- c. by student
- e. by media

Student Reading Materials:
- a. books
- b. magazines & catalogues
- c. pamphlets & brochures
- d. individualized packets

Group Discussions, Projects, Field Trips

(SIDE TWO)

DEMONSTRATION OF COMPETENCY

- a. by action-demonstration by student
- b. by oral or written test
- c. by report or per observation and report
- d. by resource expert

INDIVIDUAL LIFE SKILLS ACTIVITIES

Recommended follow-up activities for the individual student to perform outside of class.

It is only through the utilization of the knowledge gained in class on a repeated individual basis that expertise can be gained.

SUGGESTED USAGE

APL MADE EASY can be adopted as a whole or adapted to meet individual program needs. It is strongly recommended that, whenever possible, a community survey and a participant questionnaire be administered before entering into a CBAE program. Dr. John Tardibuono, School District of Lancaster, 255 E. Orange Street, Lancaster, PA 17604, can be contacted as to the form and procedures for carrying out a community survey. A copy of the I.U. 13 student/teacher questionnaire (Table I) has been included for your use.

A measure of student ability as well as interest is essential in order to determine individual needs and to organize both class time and individual assignments. It is recommended that the TABE-Test of Adult Basic Education McGraw-Hill publishers, be administered to each student to determine his/her ability in the basic skills of math, reading and usage. The APL Survey - Adult or High School Version, ACT/American College Testing Program, Iowa City, Iowa, should also be given to evaluate student ability in the five APL areas. Students who can benefit from the APL MADE EASY curriculum have a reading level of 5th grade or above and are classified as APL 1 (functionally illiterate) or APL 2 (functioning with difficulty).

Once the community competency requirements and the participant's interest and ability range have been established, a life skills curriculum can be structured. The APL MADE EASY curriculum structure is best outlined on the Life Skills Checklist (See Table V). General competencies have been listed for the five APL areas. The specific lesson plan cards are detailed as they relate to the general competencies. Thus lesson card IA2 is the second card to be used when teaching the class or an individual to acquire the competencies necessary in "Applying for a job." While the general competencies can be taught at any time, in any order; it is suggested that the specific lesson plan cards leading to a general competency be taught in order and completed before going on to the next general competency area. Additional cards, when needed, can be developed following the standard card model (Table IV).

TABLE V

LIFE SKILLS CHECKLIST

Participant name: ____________________ Topic completed: ____________________

Date program started: ____________ Date program completed: ____________

Date completed		Cards
	I. OCCUPATIONAL KNOWLEDGE	
______	A. Applying for a job	(1-8)
______	B. Performing job responsibilities	(9-15)
______	C. Understanding interview skills	(16-20)
	II. CONSUMER ECONOMICS	
______	A. Performing routine money management	(1-6)
______	B. Comparing value of goods and services	(7-13)
______	C. Purchasing insurance	(14-16)
______	D. Understanding housing needs	(17-20)
	III. HEALTH AND SAFETY	
______	A. Practicing good health habits	(1-8)
______	B. Understanding diseases	(9-13)
______	C. Practicing good nutrition	(14-16)
______	D. Performing first aid and safety	(17-20)
	IV. GOVERNMENT AND LAW	
______	A. Obtaining knowledge about legal services and documents	(1-4)
______	B. Exercising legal rights and responsibilities	(5-10)
______	C. Selecting candidates for public office	(11-13)
______	D. Understanding the functioning of government	(14-17)
______	E. Meeting tax responsibilities	(18-20)
	V. COMMUNITY RESOURCES	
______	A. Using transportation	(1-7)
______	B. Practicing communication skills	(8-12)
______	C. Developing awareness of community services	(13-20)

TABLE V, cont.

I. OCCUPATIONAL KNOWLEDGE

A. APPLYING FOR A JOB

1. Assessing Employment Interests and Needs
2. Understanding the "Help Wanted" Ads
3. Filling out a Job Application
4. How to Apply for a Social Security Card Number
5. Writing a Letter of Application
6. How to Write a Personal History Sheet
7. Using the Services of the Bureau of Employment Security
8. Using Private Employment Agencies

B. PERFORMING JOB RESPONSIBILITIES

9. Completing the W-4 Employee's Withholding Exemption Form
10. Computing Your Wage Income
11. Employment Fringe Benefits
12. Understanding Payroll Deductions
13. Your Personal Appearance for Your Job
14. Good Work Habits
15. Labor Unions

C. UNDERSTANDING INTERVIEW SKILLS

16. Arranging an Interview by Telephone
17. Information to Take to a Job Interview
18. Questions You May Be Asked in a Job Interview
19. Preparing for a Job Interview
20. A Simulated Interview

TABLE V, cont.

II. CONSUMER ECONOMICS

A. PERFORMING ROUTINE MONEY MANAGEMENT

1. Understanding Banking Services
2. Savings Accounts
3. Checking Accounts
4. Making a Budget
5. Consumer Credit
6. Using Credit Cards

B. COMPARING VALUE OF GOODS AND SERVICES

7. Consumer Protection
8. Understanding Consumer Product Labels
9. Understanding Warranties
10. Computing Sales Tax
11. Ordering from a Catalog
12. Selecting a Major Appliance
13. Buying a New Car

C. PURCHASING INSURANCE

14. Automobile Insurance
15. Homeowners Insurance
16. Life Insurance

D. UNDERSTANDING HOUSING NEEDS

17. Renting an Apartment
18. Buying a House
19. Understanding Utility Bills
20. Energy Conservation

TABLE V, cont.

III. HEALTH AND SAFETY

A. PRACTICING GOOD HEALTH HABITS

1. Local Health Services
2. Recognizing the Signs of Illness
3. Understanding Prescription Labels
4. Using a Thermometer
5. Proper Dental Care
6. Childhood Immunization
7. Family Planning
8. Mental Health - Understanding Stress

B. UNDERSTANDING DISEASES

9. The Danger Signs of Cancer
10. Heart Disease
11. Drug Abuse
12. Alcohol and Its Effects
13. Understanding Venereal Disease

C. PRACTICING GOOD NUTRITION

14. The Four Basic Food Groups
15. Menu Planning
16. Comparison Food Shopping

D. PERFORMING FIRST AID AND SAFETY

17. Basic First Aid
18. Items for a First Aid Kit
19. Safety in the Home
20. Fire Prevention in the Home

TABLE V, cont.

IV. GOVERNMENT AND LAW

A. OBTAINING KNOWLEDGE ABOUT LEGAL SERVICES AND DOCUMENTS

1. Obtaining Legal Services
2. Making a Will
3. Social Security Benefits
4. Understanding a Summons and Subpoena

B. EXERCISING LEGAL RIGHTS AND RESPONSIBILITIES

5. Know Your Rights - Bill of Rights
6. Types of Crime
7. Knowing Your Rights If Arrested
8. Our Court System
9. Trial by Jury
10. Youth and the Law

C. SELECTING CANDIDATES FOR PUBLIC OFFICE

11. Voter Registration
12. Using a Ballot
13. Our Political Party System

D. UNDERSTANDING THE FUNCTIONING OF GOVERNMENT

14. Understanding your Local Government
15. The Federal Government
16. Powers of the President
17. How a Bill Becomes a Law

E. MEETING TAX RESPONSIBILITIES

18. Filing a Federal Income Tax Return
19. Filing a State Income Tax Return
20. Understanding Local Taxes

TABLE V, cont.

V. COMMUNITY RESOURCES

A. USING TRANSPORTATION

1. Reading a Road Map
2. Using Public Bus Transportation
3. Using Train Transportation
4. Using Air Transportation
5. Time Zones
6. Traffic Signs
7. Obtaining a Driver's License

B. PRACTICING COMMUNICATION SKILLS

8. Using the Telephone Directory
9. Making Telephone Calls
10. Contacting Emergency Services
11. Making Hotel Reservations
12. Dining in a Restaurant

C. DEVELOPING AWARENESS OF COMMUNITY SERVICES

13. Educational Facilities
14. Using the Public Library
15. United States Post Office Services
16. Day Care Centers
17. Recreational Facilities
18. Obtaining Licenses
19. Leisure Time: Hobbies
20. Pollution

Students whose TABE scores indicate the likelihood that they are proficient in a specific topic or general areas should be encouraged to demonstrate their competence. They may do so through performance of the Demonstration of Competence or the Individual Life Skills Activities. They can then either be excused from class activities, or, more profitably can be used as resource experts in demonstrations, leading class discussions or tutoring slower students.

As far as possible, academic skills should be integrated into the structured life skills curriculum. It is a waste of teacher and student time to teach first academics and then life skills or vice-versa. Major publishers are beginning to bring out adult texts that combine reading and math with life skills in CBAE fashion. Cambridge Book Company's Reading for Survival Series, Improving Math Competence and Reaching Math Competence are already on the market and have been cited in APL MADE EASY.

Others to look for in Fall 1979 include the following. Fearon-Pitman Publishers, Inc.will be bringing out The ABLEST Series and CLASS, APL. These reading/math/life skills books were field tested in Pennsylvania ABE programs and California Adult Schools. ABLEST is designed for students reading below 4th grade level while CLASS covers both beginning and intermediate level ABE. In addition, Harcourt Brace Jovanovich, Inc. will release The APL Curriculum which was tested in adult programs in Texas and nationally. These new materials can serve as supplementary resources and can be added to the Bibliography of Resource Materials that follows.

While it is possible to teach the complete APL MADE EASY curriculum within a standard 200 hour ABE program, it is recognized that 95% proficiency in those competencies gained is preferable to a smattering of skills in all areas. It is therefore suggested that each student be given a life skills checklist so the student may work with the teacher to determine areas to be investigated, monitor progress in proficiency and check off achievements.

BIBLIOGRAPHY OF RESOURCE MATERIALS

001HS Alcohol: Facts Behind the Rumors Behind the Myth. Phoenix, Arizona: Do It Now Foundation, 1975. (free)

002GL American History Study Lessons-The Constitution. Abramowitz, Jack, Ph. D. Chicago, Illinois: Follett Educational Corporation. 1969

003HS A New Plan to Keep Your Teeth for a Lifetime. Cincinnatti, Ohio: Proctor and Gamble. (free)

004HS Answers to the Most Often Asked Questions about Cigarette Smoking and Lung Cancer. New York: American Cancer Society. (free)

005HS A Parent's Guide to Childhood Immunization. Pueblo, Colorado: U.S. Government Printing Office. Consumer Information Center, 1977. (free)

006HS Babysitter's Handbook. Boston, Massachusetts: National Fire Protection Association, 1976. (free)

007GL Being an Informed Citizen. Udvori, Stephen S. Austin, Texas: Steck-Vaughn Company, Family Devleopment Series, 1978.

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010CE Buying a Home. Pennsylvania Bar Assoication. Harrisburg, Pennsylvania: 1978. (free)

011CE Buying Guides. Udvori, Stephen S. and Laible, Janet. Austin, Texas: Steck-Vaughn, Family Development Series, 1973.

012HS Cancer, What to Know, What to Do about It. U. S. Government Printing Office, Consumer Information Center. Pueblo, Colorado: 1976. (free)

013HS Childhood Diseases. Newark, New Jersey: Prudential Health Series, Prudential Insurance Company of America. (free)

014HS Common Sexually Transmitted Diseases. Harrisburg, Pennsylvania: The Pennsylvania Department of Health, 1977. (free)

015GL Compensation for Innocent Victims of Violent Crimes. Harrisburg, Pennsylvania: Department of Justice. (free)

016CE Consumer Protection Handbook. Harrisburg, Pennsylvania: Department of Justice, Bureau of Consumer Protection. (free)

017GL Crimes and Justice. Bassiouni, M. Clerif; Lawrence, Michael; Starr, Isadore. Boston, Massachussetts: Houghton Mifflin Company, Justice in America Series, 1974.

018HS Diet and Dental Health Care. Chicago, Illinois: American Dental Association, 1975. (free)

019HS "E" Is for Exercise. Dallas, Texas: American Heart Association. (free)

020CE Every Ten Minutes. New York, New York: Insurance Information Institute. (free)

021OK Facts about Employment Agencies. Philadelphia, Pennsylvania: Better Business Bureau of Eastern Pennsylvania, 1977. (free)

022CE Fair Housing U.S.A. Washington, D.C.: U.S. Department of Housing and Urban Development, 1976. (free)

023CE Family Money Management. Udvori, Stephen S. and Laible, Janet. Austin, Texas: Family Development Series, Steck-Vaughn, 1978.

024OK Finding a Job. Ludwig, Stephen. Syracuse, New York: New Readers Press, Be Informed Series, 1975.

025GL Finding a Lawyer. Harrisburg, Pennsylvania: Pennsylvania Bar Association. (free)

026OK Finding Work. McVey and Associates, Inc. Chicago, Illinois: Follett Publishing Company, Follett Coping Skills Series, 1977.

027HS Food and Fitness. Blue Cross Association. Harrisburg, Pennsylvania. (free)

028HS For Good Dental Health, Start Early. National Dairy Council. Rosemont, Illinois. 1977. (free)

029HS For Men-about V.D. The Pennsylvania Department of Health. Harrisburg, Pennsylvania. (free)

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031OK Getting a Better Job. Gootnick, David. New York: McGraw-Hill Inc., 1978.

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033HS Getting Medical Assistance. McVey and Associates, Inc. Chicago, Illinois: Follett Coping Skills Series, Follett Publishing Company, 1977.

034CE Got a Consumer Gripe. Department of Justice, Bureau of Consumer Protection. Harrisburg, Pennsylvania. (free)

035HS Health and Family Living Teacher Guidebook. Edgar, S. Keith. Project REAL. Warren City Schools, Warren, Ohio.

036HS Health, Safety, and Sanitation. Udvori, Stephen S. and Laible, Janet. Family Development Series. Austin, Texas: Steck-Vaughn Company, 1978.

037HS Help Yourself-How to Live with Stress. Blue Cross Association. Harrisburg, Pennsylvania. (free)

038HS Home Fire Safety. Erie Insurance Group. Erie, Pennsylvania. (free)

039HS How Teeth Grow. American Dental Association. Chicago, Illinois, 1978. (free)

040HS How the Doctor Examines Your Heart. American Heart Association. Dallas, Texas. (free)

041HS How to Examine Your Breasts. American Cancer Society. New York, New York. (free)

042OK How to Get a Job. The President's Committee on Employment of the Handicapped. Washington, D.C. (free)

043OK How to Get a Job and Keep It. Goble, Dorothy Y. Austin, Texas: Steck-Vaughn Company, 1969.

044OK How to Get and Hold the Right Job. Department of Labor and Industry. Bureau of Employment Security. Harrisburg, Pennsylvania. (free)

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046CE	How to Read Your Homeowner's Policy. Sentry Insurance Company. (free)
047CE	How to Select Major Home Appliances. Sears, Roebuck and Company-Consumer Information Services. Chicago, Illinois. 1977. (free)
048HS	How to Stop Smoking. American Heart Association. Dallas, Texas. (free)
049CR	How to Use Your Phone. Bell Telephone Company of Pennsylvania. (free)
050CE	If Anything Happens to Me: A Unit on Life Insurance. Modern Consumer Education. New York, New York: Grolier Educational Corporation, 1970. (free)
051G	Improving Math Competence. Greenfield, Leni; Nogueria, M. Flynn; Eufinger, Barbara A.; Montalto, Barbara J. New York, New York: Cambridge Book Company. 1978
052CR	In Case of Emergency. Bell Telephone Company of Pennsylvania. (free)
053CE	Insurance for the Home. Insurance Information Institute. New York, New York. (free)
054OK	Janus Job Planner. Jew, Wing, and Tong, Robert. Hayward, California: Janus Book Publishers. 1976
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056GL	Know Your Rights. Hudson, Margaret W. To Be a Good American Series. Belmont, California: Fearon Publishers, 1971.
057GL	Lawyers and Their Fees. Pennsylvania Bar Association. Harrisburg, Pennsylvania. (free)
058GL	Making a Will. Pennsylvania Bar Association. Harrisburg, Pennsylvania. (free)
059CE	Managing Your Credit-Money Management. Money Management Institute. Household Finance Corporation. Prospect Heights, Illinois. 1978
060HS	Man's Body: An Owner's Manual. Heidenstam, David. New York, New York: Paddington Press, Ltd., 1976.
061OK	Merchandising Your Job Talents. Department of Labor and Industry. Bureau of Employment Security. Harrisburg, Pennsylvania. (free)
062OK	Occupational Essentials. Richter, David J. Rockford, Illinois: N.C. Johnson Press, Inc., 1973.
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064HS	Our Bodies, Ourselves. Boston Women's Health Book Collective. New York, New York: Simon and Schuster, 1976.
065GL	Page One. Lancaster City-County Human Relations Committee. Lancaster, Pennsylvania, 1978. (free)
066CR	Pennsylvania Manual for Drivers. Department of Transportation. Harrisburg, Pennsylvania. (free)
067CR	Pennsylvania Trail of History. Pennsylvania Historical and Museum Commission. Harrisburg, Pennsylvania. (free)
068CE	Policies for Protection: How Life Insurance and Health Insurance Work. Institute of Life Insurance. New York, New York. (free)
069G	Reaching Math Competence. Chant, Alfred E.; Montalto, Barbara J.; Eufinger, Barbara A. New York, New York: Cambridge Book Company, 1978.

070GL Reader's Digest: You and the Law. Pleasantville, New York: The Reader's Digest Association, Inc., 1977

071G Reading Achievement. Reiter, Irene M., Ph.D. New York, New York: Cambridge Book Company, 1977.

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075HS Red Cross First Aid Modules. The American National Red Cross. Garden City, New York: Doubleday and Company, Inc., 1977.

076HS Reduce Your Risk of Heart Attack. American Heart Association. Dallas, Texas. (free)

077HS Save Food and Help Your Heart. American Heart Association. Dallas, Texas. (free)

078HS Save Your Child from Poisoning. Aetna Life and Casualty. Hartford, Connecticut. (free)

079HS Self-Examination of the Testes. American Cancer Society. New York, New York. (free)

080CE 76 Ways to Conserve Energy in Your Home. U.G.I. Corporation. (free)

081GL Social Security. Pennsylvania Bar Association. Harrisburg, Pennsylvania. (free)

082HS Standard First Aid and Personal Safety. The American National Red Cross. Garden City, New York: Doubleday and Company, Inc., 1975.

083HS Stand Up to Stroke. American Heart Association. Dallas, Texas. (free)

084GL Summons and Subpoena. Plain Talk Forms. Philadelphia, Pennsylvania: The Center for Literacy, 1978.

085HS Sunbathing and Skin Cancer. U.S. Government Printing Office. Consumer Information Center. Pueblo, Colorado, 1977. (free)

086CE The Energy Book. Shell Oil Company, 1978. (free)

087CR The New Look in Traffic Signs and Markings. U.S. Department of Transportation. U.S. Government Printing Office. Washington, D.C., 1972.

088HS They're Your Teeth...You Can Keep Them. American Dental Association. Chicago, Illinois, 1977. (free)

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090CE Tips for Energy Savers. U.S. Government Printing Office. Consumer Information Center. Pueblo, Colorado, 1977. (free)

091HS Toy Safety. U.S. Consumer Product Safety Commission. Washington, D.C. (free)

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093CE Understanding Consumer Credit. Bohlman, Herbert W., and Bohlman, Edna McCaull. Chicago, Illinois: Follett Publishing Company, 1975.

094CE Understanding Your Utility Bills. U.S. Government Printing Office. Consumer Information Center. Pueblo, Colorado, 1977. (free)

095HS Under the Influence. Aetna Life and Casualty. Hartford, Connecticut. (free)

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098HS What to Ask Your Doctor. Consumer Health Guide. Pennsylvania Department of Health. Harrisburg, Pennsylvania. (free)

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107CE Your Savings and Investment Dollar-Money Management. Household Finance Corporation. Prospect Heights, Illinois, 1976.

108CE Your Shopping Dollar-Money Management. Money Management Institute. Household Finance Corporation. Prospect Heights, Illinois, 1976.

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111HS "Born with a Habit." March of Dimes Foundation (local - free loan)

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113CE "Consumer Education - Retail Credit Buying." BFA Educational Media. Santa Monica, California. 1968.

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116OK "Good Work Habits." Coronet Instructional Films. Chicago, Illinois. 1968.

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121HS "Learning to Cope." Mental Health and Mental Retardation. (free loan)

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126HS "Our Way of Life." American Heart Association. Dallas, Texas. (free loan)

127HS "Preventive Dentistry in B Sharp." American Dental Association. Chicago, Illinois. 1975. (free loan)

128CE "This is Fraud." Film Fair Communications. Studio City, California. 1973.

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130HS "V.D.-Truth and Consequences." Motivational Media. Los Angeles, California. 1973.

131GL "We the People-Story of Our Federal Government." Volume 10, Issue 6. Screen News Digest. New York, New York. 1968.

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APL MADE EASY

TEACHER'S CARD CATALOG

(100 Lesson Plans)

IA 1
OCCUPATIONAL KNOWLEDGE

3 hours

ASSESSING EMPLOYMENT INTEREST AND NEEDS

Teacher Preparation

a. Read "Occupational Essentials", *(0620K)*, pages 1-4 and 62-63.
b. Prepare copies of a job interest inventory as found in "Occupational Essentials", *(0620K)*, pages 1-4, and "Janus Job Planner", *(0540K)*, pages 8-10, 18-20, and 24-26.

Basic Skills

a. Filling out a questionnaire
b. Assessing interests and needs
c. Writing a questionnaire
d. Making an appointment by telephone
e. Interviewing

Classroom Activities

a. Individual activity:
   1. Student will complete the job interest inventory.
   2. Student will identify job needs by using the checklist in "Occupational Essentials", pages 62-63.
   3. Student will discuss job opportunities with the teacher based on the results of the interest inventory and needs assessment to determine an occupational area.

Demonstration of Competence

a. Based on the interests and needs assessment, student will develop a list of ten questions to be used in interviewing an employer in student's chosen occupational area. The list should include questions on items such as job security, salary, job fulfillment, and fringe benefits.

Individual Life Skill Activity

a. Student will contact a person employed in the selected job area. Student will make an appointment to interview the worker using the list of questions developed in class. Student will return the completed questionnaire to class. The job will be classified as meeting or not meeting the student's interests and needs.

IA 2
OCCUPATIONAL KNOWLEDGE 3 hours

UNDERSTANDING THE "HELP WANTED" ADS

Teacher Preparation

a. Collect "Help wanted" ad section from the local newspapers.
b. Read "Getting a Job", *(0320K)*, pages 49-55.
c. Read "How to Get a Job and Keep It", *(0430K)*, pages 15-18.

Basic Skills

a. Using an index
b. Understanding newspaper abbreviations
c. Making inferences
d. Making comparisons
e. Drawing conclusions
f. Verbal communications

Classroom Activities

a. Demonstration: Teacher will show the class how to find the "help wanted" ads in the newspapers.
b. Group discussion: Class will discuss the terminology and abbreviations used in the "help wanted" ads. Class will discuss various ways to respond to an ad; response by telephone, in person, or in writing.
c. Group project: Class will develop a bulletin board which will be divided into job categories to suit the job preferences of the class. Students will clip and attach the ads to the bulletin board in the appropriate category. Students will keep the bulletin board current.

Demonstration of Competence

Student will select three of the "help wanted" ads. Orally, student will demonstrate to teacher an understanding of each item in the ads. Student will choose an appropriate way to respond to the ads.

Individual Life Skill Activity

Student will bring four "help wanted" ads to class. Selecting one ad that best suits the student's need and abilities, the student will explain the reasons for this choice to the class.

IA 3
OCCUPATIONAL KNOWLEDGE 3 hours

FILLING OUT A JOB APPLICATION

Teacher Preparation

a. Read "Occupational Essentials",*(0620K)*, pages 87-102.
b. Read "Reading Performance",*(074G)*, pages 47-54.
c. Secure sample job applications - short and long forms.

Basic Skills

a. Following directions
b. Reading a form
c. Completing a form
d. Understanding abbreviations

Classroom Activities

a. Demonstration: Teacher will show the class how to fill out a sample job application explaining the meaning and importance of each item. Complete one short form and one long form with the class.
b. Group discussion: Why is it important to properly fill out a job application? What are you indirectly telling the employer about yourself? Discuss the use of appropriate references. Discuss the documents that you may need to produce such as a high school diploma, military records, etc.

Demonstration of Competence

Student will fill out a job application. Teacher will check for accuracy, completeness, and neatness.

Individual Life Skill Activity

If unemployed, student will obtain a job application from a local employer, correctly fill out the form, and return the form to the prospective employer. An employed student will simulate the procedure.

IA 4
OCCUPATIONAL KNOWLEDGE

1½ hours

HOW TO APPLY FOR A SOCIAL SECURITY CARD NUMBER

Teacher Preparation

a. Read "Finding Work", (0260K), pages 56-57.
b. Read "Occupational Knowledge Teacher Guidebook, (0630K), page 2.
c. Secure Social Security Card application forms.

Basic Skills

a. Following directions
b. Reading for facts
c. Reading for comprehension
d. Filling out forms

Classroom Activities

a. Reading materials: Student will read "Finding Work", pages 56-57.
b. Group discussion: Why do you need a Social Security Card? How do you get a Social Security Card? Where is the Social Security Administration Office located?

Demonstration of Competence

Student will correctly complete the application for a Social Security Card.

Individual Life Skill Activity

Students who do not have a Social Security Card will take the completed application form to the Social Security Administration Office and apply for the card.

IA 5
OCCUPATIONAL KNOWLEDGE — 3 hours

WRITING A LETTER OF APPLICATION

Teacher Preparation

a. Read "Getting a Better Job", (0310K), pages 83-103.
b. Read "Occupational Essentials", (0620K), pages 103-116.
c. Prepare a handout containing three letters of application plus addressed envelopes for three different occupations.

Basic Skills

a. Reading for facts
b. Writing a letter of application
c. Addressing a business envelope

Classroom Activities

a. Reading materials: Students will read "Occupational Essentials", pages 103-116.
b. Group discussion: What is the purpose of a letter of application? What information should the letter contain? What information should the letter not contain?
c. Demonstration: Teacher will distribute the handouts containing the sample letters of application and the addressed envelopes. Teacher will read and discuss each application.

Demonstration of Competence

After selecting a prospective employer, student will write a letter of application and address an envelope using the format explained on pages 105-106 of "Occupational Essentials". Teacher will evaluate and discuss the letter of application with the student.

Individual Life Skill Activity

If unemployed, student will send the letter of application to a prospective employer. An employed student will keep the letter of application for future reference.

IA 6
OCCUPATIONAL KNOWLEDGE 3 hours

HOW TO WRITE A PERSONAL HISTORY SHEET

Teacher Preparation

a. Read "Occupational Essentials", *(0620K)*, pages 69-86.
b. Read pamphlet "Merchandizing Your Job Talents". *(0610K)*
c. Read pamphlet "Your Personal History Sheet". *(1060K)*

Basic Skills

a. Reading for facts
b. Reading for comprehension
c. Writing for understanding

Classroom Activities

a. Reading material: Students will read pamphlet, "Your Personal History Sheet".
b. Group discussion: After reading the pamphlet, student will discuss the importance of the goals and performance objectives as outlined on page 1 of the pamphlet. Students will discuss the purpose of the personal history sheet, how to use a personal history sheet, and what information should be included in a personal history sheet.

Demonstration of Competence

Student will correctly answer the questions on the last page of the pamphlet, "Your Personal History Sheet".

Individual Life Skill Activity

Student will prepare a personal history sheet using the format on the next to the last page of the pamphlet "Your Personal History Sheet". Student will submit this sheet to update his personnel file or the sheet can be used as a reference for possible future use

IA 7
OCCUPATIONAL KNOWLEDGE

3 hours

USING THE SERVICES OF THE BUREAU OF EMPLOYMENT SECURITY

Teacher Preparation

a. Read "Where To Go, Who To See, What To Do", (099G), pages 44-45.
b. Read "Be Informed Series" Unit 7, (007GL) pages 7-8.
c. Secure job application forms.
d. Secure Resource Expert from the Bureau of Employment Security.

Basic Skills

a. Following directions
b. Completing forms
c. Reading for comprehension

Classroom Activities

a. Reading materials: Student will read "Where To Go, Who To See, What To Do" pages 44-45.
b. Group discussion: Class will discuss the Resource Expert, the services offered by the State Employment Service, the reasons for using the Service, and what information the student should know and have available to take to the State Employment Office to complete a job application.
c. Each student will locate the address and telephone number of the State Employment Office using the telephone book and locate the office on the city map.

Demonstration of Competence

Teacher will distribute a job application form which student will correctly complete.

Individual Life Skill Activity

Having completed the job application form, student will present this form to the teacher who will role play an interviewer or counselor to determine the correctness and interests of the applicant (student).

IA 8
OCCUPATIONAL KNOWLEDGE 3 hours

USING PRIVATE EMPLOYMENT AGENCIES

Teacher Preparation

a. Secure a representative from a local employment agency to discuss the services offered by the employment agency. Request literature which can be given to the class.
b. Read "Occupational Essentials", (0620K), pages 36-38.
c. Read "Where to Go, Who To See, What To Do", (099G), page 50.
d. Read the pamphlet, "Facts About Employment Agencies". (0210K)

Basic Skills

a. Basic math computation
b. Reading for facts
c. Making decisions

Classroom Activities

a. Reading materials: Students will read "Where To Go, Who To See, What To Do" page 50 and the pamphlet "Facts About Employment Agencies". Teacher will distribute the literature provided by resource expert so that students may read the material prior to the presentation.

Classroom Activities, cont.

b. Group discussion: What services are available through an employment agency? What does an employment counselor do? What is a service charge and how is it calculated? What is an employment contract? What is a "fee paid" position?
c. Demonstration: Presentation by resource expert who will discuss the services, contracts, fees, etc. of the represented employment agency. Class question and answer session with the employment agency representative.

Demonstration of Competence

Given three different salaries, student will calculate the fees charged for each by a specific employment agency.

Individual Life Skill Activity

Student will select an employment agency from the newspaper or the telephone directory and obtain information available about positions of interests to the student.

IB9
OCCUPATIONAL KNOWLEDGE 1½ hours

COMPLETING THE W-4 EMPLOYEE'S WITHHOLDING EXEMPTION FORM

Teacher Preparation

a. Secure copies of W-4 Employee's Withholding Exemption Form plus instructions for completing the form from the local Internal Revenue Service Office.

Basic Skills

a. Following directions
b. Completing a form
c. Reading for facts

Classroom Activities

a. Demonstrations and Discussions: Teacher will distribute the W-4 forms to students and discuss how it authorizes an employer to deduct a portion of the employee's salary for income tax. Class will discuss key words appearing on the form such as: withholding, deductions, and dependent. Teacher will instruct students in the proper procedures for completing the W-4 form.

Demonstration of Competence

Student will apply information obtained from the W-4 Employee's Withholding Exemption Form by correctly completing the W-4 form.

Individual Life Skill Activity

If student is employed and desires to change withholding status, student can take the completed form to employer or keep it for future reference. An unemployed student can keep the form for future use.

IB 10
OCCUPATIONAL KNOWLEDGE 1½ hours

COMPUTING YOUR WAGE INCOME

Teacher Preparation

a. Read "Reaching Math Competence", (069G), page 167-175.
b. Develop a ten question competency test using computation skills.

Basic Skill

a. Basic math - addition, subtraction, multiplication, division, decimals
b. Calculating regular and overtime wages
c. Reading for facts

Classroom Activities

a. Group discussion: Class will discuss terms concerning wages such as salary, hourly rates, overtime, and minimum wage.
b. Group activity: With the teacher's assistance, class will practice selected computation exercises related to wage income in "Reaching Math Competence", page 167-175.

Demonstration of Competence

Student will calculate ten wage income questions prepared by teacher.

Individual Life Skill Activity

Student will determine current hourly rate, weekly wage, and projected annual wage. An unemployed student will use the wage income information for future employment.

IB 11
OCCUPATIONAL KNOWLEDGE 3 hours

EMPLOYMENT FRINGE BENEFITS

Teacher Preparation

a. Secure resource expert from a local firm to discuss employment fringe benefits.
b. Read "Occupational Essentials", *(0620K)*, pages 44-45.

Basic Skills

a. Understanding fringe benefits
b. Making comparisons
c. Drawing conclusions
d. Understanding directions

Classroom Activities

a. Demonstration: Presentation by resource person.
b. Group presentation: Which fringe benefits are most important to you? What fringe benefits do you now have or have you had at a job held previously?

Demonstration of Competence

As a group, students will list and define five fringe benefits presented by the speaker. Example of benefits are vacation time, paid holidays, health insurance, retirement program, and overtime pay.

Individual Life Skill Activity

Student will obtain fringe benefit information from a local firm, and compare these benefits with the benefits of the firm represented by the resource expert. The comparison can be made in oral or written form.

IB 12
OCCUPATIONAL KNOWLEDGE

3 hours

UNDERSTANDING PAYROLL DEDUCTIONS

Teacher Preparation

a. Read " Improving Math Competence", *(051G)*, pages 158-174.

Basic Skills

a. Basic math skills - addition, subtraction, multiplication, division, fractions
b. Figuring percents
c. Understanding bar graphs
d. Understanding circle graphs
e. Reading for comprehension

Classroom Activities

a. Reading Material: Student will read "Improving Math Competence", pages 158-170.
b. Group discussion: Guided by teacher, students will discuss the various types of deductions from an employee's paycheck. These deductions should include FICA, Federal, State, and Local Withholding Taxes, Retirement Plans, Life and Health Insurance Premiums and Net Pay.
c. Practical Exercises: Under teacher supervision, students will do the exercises on pages 160-170.

Demonstration of Competence

Student will review what has been learned by successfully completing the problems on pages 171-174 of " Improving Math Competence".

Individual Life Skill Activity

Using the skills acquired in this unit, student will monitor personal earning statements to ensure that proper deductions are being taken.

IB 13
OCCUPATIONAL KNOWLEDGE

1½ hours

YOUR PERSONAL APPEARANCE FOR YOUR JOB

Teacher Preparation

a. Collect pictures from magazines, catalogs, newspapers, etc. showing clothing, hair styles, and make-up for numerous job categories.
b. Have students bring a picture to class illustrating the type of clothing to be worn for their chosen vocations.
c. Secure a camera and film.

Basic Skills

a. Interpreting a visual
b. Making comparisons
c. Verbal communication

Classroom Activities

a. Demonstration and discussions: Teacher will place pictures collected on a bulletin board which has been divided into job categories. Class will evaluate the pictures depicting the type of clothing, make-up, and hair style as being appropriate or inappropriate for a specific job category.
b. Each student will show the group a picture and explain the positive and negative aspects of the personal appearance depicted.
c. Teacher will select a specific occupation and come to class dressed inappropriately for that occupation. Class will discuss why the teacher's appearance is inappropriate and what the appropriate appearance should be.

Demonstration of Competence

Student will select a specific occupation and come to class dressed appropriately for that occupation. Teacher and class will constructively evaluate the personal appearance and attire of that student. If so desired, teacher can take a group photograph.

Individual Life Skill Activity

Student will be able to apply the learned appropriate personal appearance to a present or future occupation.

IB 14
OCCUPATIONAL KNOWLEDGE

1½ hours

GOOD WORK HABITS

Teacher Preparation

a. Secure the film "Good Work Habits". *(116)K)*
b. Read "Occupational Essentials", *(0620K)*, Chapter 4.
c. Read pamphlets: "How to Get and Hold the Right Job", *(0440K)*
"How to Get and Keep the Right Job" *(0450K)*

Basic Skills

a. Reading comprehension
b. Making comparisons
c. Identifying good work habits
d. Interpreting a visual

Classroom Activities

a. Reading material: Students will read the pamphlets concerning good work habits.
b. Film: Class will view and discuss the film, "Good Work Habits" which presents an interview with a young man and woman on their first full-time job. The couple discusses the benefits of maintaining a record of good work habits.
c. Group discussion: Class will discuss good work habits such as ability, dependability, and efficiency and poor work habits such as carelessness, laziness, and tardiness. They discuss the results that each may produce.

Demonstration of Competence

Student will correctly complete page 154 and page 163 in "Occupational Essentials".

Individual Life Skill Activity

Student will make a conscious effort to apply the learned traits constituting good work habits in a present or future job.

IB 15
OCCUPATIONAL KNOWLEDGE

3 hours

LABOR UNIONS

Teacher Preparation

a. Secure resource expert from a local labor union.
b. Secure pamphlets from local labor unions.
c. Read "Reading Achievement", *(071G)*, pages 160-180.

Basic Skills

a. Using abbreviations
b. Making comparisons
c. Interpreting a graph and a chart
d. Interpreting an ad

Classroom Activities

a. Reading materials: Students will read labor union pamphlets and "Reading Achievement", pages 160-167, and pages 170-177.
b. Group Activity: Teacher will assist the class in completing selected exercises in "Reading Achievement", pages 160-180.
c. Demonstration: Resource expert will give presentation concerning the purpose, services, and responsibilities of labor unions.
d. Group discussion: Class question and answer session with resource expert. Is there a membership fee to belong to the union? What is a "wildcat strike"? Does the union have a scholarship program?

Demonstration of Competence

Student will correctly answer the questions about labor unions in "Reading Achievement", pages 168, 177, 178.

Individual Life Skill Activity

Student will obtain the time and location of a local labor union meeting. After attending the chosen meeting, student will discuss and analyze the proceedings of the meeting with the teacher.

IC 16
OCCUPATIONAL KNOWLEDGE

1½ hours

ARRANGING AN INTERVIEW BY TELEPHONE

Teacher Preparation

a. Read "Getting a Job", (0320K), page 66.
b. Read "Job Interviews", (0550K), pages 5-9.
c. Secure telephone directories.

Basic Skills

a. Reading for facts
b. Reading comprehension
c. Locating information in the telephone directory
d. Arranging an interview by telephone

Classroom Activities

a. Reading materials: Students will read "Getting a Job", page 66 and "Job Interviews", page 5-8.
b. Group discussion: Class will discuss the importance of using good telephone manners when requesting an interview over the telephone such as those listed in "Getting a Job", page 66. Class will discuss the items an applicant should have ready before making the telephone call such as: paper, a pencil, a calendar to check the date. Group will discuss the information that the applicant needs to obtain pertinent to the job interview such as: the interviewer's name, the time of the appointment, and the location of the appointment.

Classroom Activities, cont.

c. Individual activity: Using the telephone directory, each student will locate the telephone number and address of three prospective employers.

Demonstration of Competence

Student will correctly answer the questions in "Job Interviews", page 9.

Individual Life Skill Activity

Student will be able to apply learned proper telephone techniques involved in securing a job interview. In a simulated telephone call, teacher will play the role of an employer while student plays the role of an applicant calling to make an appointment for a job interview.

IC 17
OCCUPATIONAL KNOWLEDGE 1½ hours

INFORMATION TO TAKE TO A JOB INTERVIEW

Teacher Preparation

a. Read "How To Get a Job", *(0420K)*, page 16-17.
b. Read "Occupational Essentials", *(0620K)*, page 125.

Basic Skills

a. Reading for facts
b. Filling out a form
c. Verbal communication

Classroom Activities

a. Reading material: Student will read " How To Get a Job", page 16-17.
b. Group discussion: Class will discuss the importance of having certain documents when going to a job interview. Class will list the documents that are usually needed during an interview such as a social security card and education transcript. Class will discuss and list things that the applicant will need to know during an interview such as addresses of schools, references, and previous employers.

Demonstration of Competence

Student will list the need to know items found on page 16 of " How To Get a Job" and also list several documents that are usually needed during an interview.

Individual Life Skill Activity

Student will use the list of personal history, addresses of schools, names and addresses of previous employers, and the list of documents for use in future job interviews.

IC 18
OCCUPATIONAL KNOWLEDGE 3 hours

QUESTIONS YOU MAY BE ASKED IN A JOB INTERVIEW

Teacher Preparation

a. Read "Getting a Better Job", *(0310K)*, Chapter 4.
b. Read "Occupational Essentials", *(0620K)*, page 136.
c. Read "Job Interviews", *(0550K)*, Lessons 6,7,8,9.

Basic Skills

a. Reading for facts
b. Verbal communication
c. Writing skills

Classroom Activities

a. Reading materials: Students will read "Occupational Essentials", page 136 and "Job Interviews", Lessons 6,7,8,9.
b. Group discussion: Using the questions listed on page 136 of "Occupational Essentials", class will discuss the questions in each of the categories of personal experiences, past working experience, education, and hiring questions. Group will evaluate possible responses to the questions. What are some questions that you do not have to answer in an interview? What is job discrimination? If you think that an employer has discriminated against you, what can you do?

Demonstration of Competence

Class will form in groups of two to simulate the question and answer part of an interview. Students will select questions from each category as listed on page 136 of "Occupational Essentials" and evaluate each other's responses.

Individual Life Skill Activity

Student will select ten questions from page 136 of "Occupational Essentials" and write an appropriate response to each. Teacher will discuss the responses with student. These answers can then be used in preparation for future interviews.

IC 19
OCCUPATIONAL KNOWLEDGE
3 hours

PREPARING FOR A JOB INTERVIEW

Teacher Preparation

a. Secure the films " I Guess I Got the Job", *(1180K)*, and "Job Interview: Whom Would You Hire" (Three Women). *(1190K)*
b. Read "Occupational Essentials", *(0620K)*, pages 122 - 135.
c. Read " Getting a Better Job", *(0310K)*, Chapter 4.

Basic Skills

a. Reading comprehension
b. Interpreting a visual
c. Drawing conclusions
d. Writing an evaluation

Classroom Activities

a. Reading material: Students will read, "Occupational Essentials" pages 122-135.
b. Group discussion: Class will discuss the following topics:
    1. purpose of a job interview
    2. how to be prepared for the interview
    3. appropriate appearance for the interview
    4. what employers look for during an interview
    5. do's and don't's during a job interview
    6. how to sell yourself in the interview
c. Films: Class will view and discuss the films, "I Guess I Got the Job" and " Job Interview: Whom Would You Hire". Both films stimulate awareness of the many factors that influence the outcome of a job interview.

Demonstration of Competence

After viewing the film " Job Interview: Whom Would You Hire", student will select the most desirable applicant and give several reasons for the selection.

Individual Life Skill Activity

Student will apply the knowledge of factors that are evaluated during an interview and acquired interview skills in any future interview.

IC 20
OCCUPATIONAL KNOWLEDGE

3 hours

A SIMULATED INTERVIEW

Teacher Preparation

a. Secure a guidance counselor or job placement specialist to conduct a simulated interview with each member of the class.
b. Secure a video tape recorder.
c. Prepare an interview evaluation form to include grooming, attitude, interview skills, preparation, qualifications, and potential.

Basic Skills

a. Verbal communication
b. Interviewing skills
c. Analyzing a visual
d. Filling out a form

Classroom Activities

a. Demonstration : Counselor or job placement specialist will conduct a private simulated interview with each class member. Students are to regard the interview as authentic by dressing appropriately, bringing pertinent documents, and answering and asking questions in a professional manner. Interview will be video taped so that student may see the positive or negative aspects of the interview.

Demonstration of Competence

After viewing the video tape of the interview, student interviewer and teacher will fill out an interview evaluation form. They will analyze the results and engage in a constructive discussion about the interview.

Individual Life Skill Activity

An unemployed student will produce the interview skills learned in class while seeking employment. An employed student will be able to use learned skills in future interviews.

IIA 1
CONSUMER ECONOMICS 1½ hours

UNDERSTANDING BANKING SERVICES

Teacher Preparation

a. Secure a speaker from a local banking institution to discuss the variety of banking services available. Request written information that can be given to the class on savings accounts, checking accounts, loans, Christmas and Vacation Clubs, etc.

Basic Skills

a. Understanding banking terminolgy
b. Listening for facts
c. Reading for facts
d. Making comparisons

Classroom Activities

a. Reading material: Distribute the reading material supplied by the speaker concerning different banking facilities and procedures.
b. Demonstration: Presentation by the bank representative.
c. Group discussion: Question and answer session with the speaker. What are the advantages and disadvantages to joint accounts? How can you receive the most interest on your savings? Do you need collateral to secure a loan? Why is it important to have a safe deposit box?

Demonstration of Competence

Student will list five banking services presented by the speaker and write a short explanation of each service.

Individual Life Skill Activity

Student will obtain information on the services offered by another banking institution. Student will compare five of these services with the services of the bank represented by the speaker.

IIA 2
CONSUMER ECONOMICS
3 hours

SAVINGS ACCOUNTS

Teacher Preparation

a. Read "Your Savings and Investment Dollar-Money Management", (*107CE*), pages 4-7.
b. Read "Reading Achievement", (*071G*), page 1-8.
c. Obtain literature about savings accounts from local banks and savings and loan associations.
d. Obtain sample deposit slips, withdrawal slips, and savings passbooks from local banking institutions.

Basic Skills

a. Filling out a form
b. Following a sequence
c. Making comparisons
d. Drawing conclusions
e. Understanding banking terminology

Classroom Activities

a. Reading materials: Students will read literature about savings accounts and "Reading Achievement", pages 1-8.
b. Group discussion: What are some reasons for having a savings account? How can you save on a regular basis? Class will compare different savings accounts and interest rates available in their community.

Classroom Activities, cont.

c. Demonstration: Teacher will distribute sample deposit and withdrawal slips and assist students in filling out forms for specific amounts. Teacher will distribute passbooks and explain how deposits, withdrawals, and interest are recorded.
d. Group activity: Class will do selected banking activities in "Reading Achievement", pages 1-8.

Demonstration of Competence

With information provided by teacher, student will complete a deposit slip and a withdrawal slip.

Individual Life Skill Activity

Student will compare savings programs offered by different banks and savings and loan associations and will be able to open a new savings account or make a deposit in an existing account.

IIA3

CONSUMER ECONOMICS

3 hours

CHECKING ACCOUNTS

Teacher Preparation

a. Read "Family Money Management", *(023CE)*, pages 43-49.
b. Read "Reading Achievement", *(071G)*, pages 21-33.
c. Obtain sample checking account forms such as: deposit slips, blank checks, and bank statements.
d. Obtain literature about checking accounts from local banks.

Basic Skills

a. Filling out a form
b. Following a sequence
c. Making computations
d. Interpreting a visual
e. Making comparisons

Classroom Activities

a. Reading materials: Students will read "Family Money Mangement", pages 43-49 and literature from local banks.
b. Group discussion: What are some reasons for having a checking account? Why is it good to balance your checkbook regularly? How can you stop payment on a check? Class will discuss checking accounts available at different banks.
c. Demonstration: Teacher will distribute banking forms and demonstrate making deposits, recording deposits, writing checks, endorsing checks, keeping check records, checking a monthly statement, and reconciling a checkbook.
d. Practice exercises: Class will do selected exercises on personal checking in "Reading Achievement".

Demonstration of Competence

Using statistics given by teacher, student will fill out deposit slips and checks, record deposits and checks, and verify a bank statement.

Individual Life Skill Activity

Student who has a checking account will correctly use all bank forms and reconcile each monthly balance. Student who does not have a checking account wil compare accounts available at different banks and will be able to open an account with the bank that meets the individual's personal needs.

IIA 4
CONSUMER ECONOMICS

3 hours

MAKING A BUDGET

Teacher Preparation

a. Read booklet "Budgeting". (008CE)
b. Prepare model weekly and monthly budget sheets to be given to each student. Include such items as: rent/mortgage, food, utilities, medical care, monthly installments, etc.

Basic Skills

a. Understanding concepts
b. Setting goals
c. Keeping records
d. Making decisions
e. Classifying information
f. Computing a budget

Classroom Activities

a. Reading materials: Students will read and do selected exercises in booklet "Budgeting".
b. Group discussion: Where does the money go? Why budget? What happens when you have an unexpected emergency? Why is it important to keep paid bills and cancelled checks? Can budgeting help you achieve short and long term goals?
c. Demonstration: Teacher will hand out budget sheets and demonstrate how to fill in each category. Discuss each category such as: rent/mortgage, food, utilities, medical care, monthly installments, etc. Explain gross income vs. net income, fixed expenses vs. variable expenses, assets vs. liabilities.

Demonstration of Competence

Using a blank sample budget sheet and a dollar value for specific budget categories, student will accurately set up a budget.

Individual Life Skill Activity

For a two week period, student will keep an accurate budget sheet using all of the categories that apply to student's needs.

IIA 5
CONSUMER ECONOMICS

3 hours

CONSUMER CREDIT

Teacher Preparation

a. Secure a resource expert from a local lending institution.
b. Read "Managing Your Credit-Money Management". (059CE)
c. Read "How to Choose and Use Retail Credit" booklet, available at local Sears, Roebuck & Co. store.
d. Read "Understanding Consumer Credit". (093CE)

Basic Skills

a. Reading for facts
b. Filling out a form
c. Making comparisons
d. Writing a personal fact sheet

Classroom Activities

a. Reading materials: Students will read "How to Choose and Use Retail Credit" and selected readings in "Managing Your Credit".
b. Group discussion: Class will discuss reasons for borrowing, cost of borrowing, sources of consumer credit, consumer credit agreements, Truth in Lending, establishing a good credit rating, and using credit wisely.
c. Presentation: Resource expert will discuss services offered by various lending institutions. Resource expert will show procedures involved in obtaining a loan, by simulating an interview with a class member. Resource expert will distribute loan application. Resource expert will assist students in filling out a sample loan application.

Demonstration of Competence

Student will list the advantages and disvantages of the major sources of consumer credit.

Individual Life Skill Activity

Student will prepare a personal information sheet to be used when applying for a consumer loan. Teacher will review the information with student.

A 6

CONSUMER ECONOMICS

3 hours

USING CREDIT CARDS

Teacher Preparation

a. Secure film, "Consumer Education-Retail Credit Buying".*(113CE)*
b. Secure sample credit card application and monthly statement from several sources.
c. Read "Understanding Consumer Credit", *(093CE)* pages 33-34.
d. Read "Reaching Math Competence", *(069G)* pages 87-93.

Basic Skills

a. Understanding details
b. Filling out a form
c. Interpreting a visual
d. Changing percents to decimals
e. Math skills using whole numbers, fractions, decimals, and percents

Classroom Activities

a. Film: Class will view and discuss film, "Consumer Education-Retail Credit Buying", which illustrates the advantages and disadvantages of credit card buying.
b. Group discussion: What credit cards do you now have? What finance charges may be involved when you use a credit card? What should you do if your credit card is lost or stolen?
c. Demonstration: Teacher will distribute sample credit card applications and monthly statements and assist students in completing the sample application and interpreting each item on the monthly statement.
d. Group activity: Guided by teacher, class will study the math problems concerning credit card statements on pages 87-93 in "Reaching Math Competence".

Demonstration of Competence

Student will do the computation problems concerning credit cards on page 92 and pages 94-95 in "Reaching Math Competence".

Individual Life Skill Activity

With the knowledge acquired in this lesson, student will be able to complete a credit card application and to verify each monthly statement.

IIB7
CONSUMER ECONOMICS 3 hours

CONSUMER PROTECTION

Teacher Preparation

a. Secure a resource expert from the local Bureau of Consumer Protection or Better Business Bureau. Request literature to be given to each class member.
b. Secure film, "This is Fraud". (*128CE*)
c. Read pamphlets, "Consumer Protection Handbook", (*016CE*), and "Got a Consumer Gripe". (*034CE*)

Basic Skills.

a. Reading comprehension
b. Interpreting a visual
c. Indentifying consumer fraud
d. Writing a description

Classroom Activities

a. Reading materials: Students will read the pamphlets on consumer protection.
b. Film: Class will view and discuss the film "This is Fraud", which describes the methods of recourse the consumer can take against common fraudulent practices.
c. Presentation: Resource expert will discuss how to recognize common fraudulent techniques and where to go and what to do with a consumer complaint.

Demonstration of Competence

Student will write a description of a situation in which student has felt cheated by a salesperson or company or has been dissatisfied with a product or service. Student will describe the steps that could be taken in making a complaint.

Individual Life Skill Activity

Student will obtain the telephone number and address of the local Bureau of Consumer Protection or Better Business Bureau and keep these for future use in case of consumer fraud.

IIB8

CONSUMER ECONOMICS

1½ hours

UNDERSTANDING CONSUMER PRODUCT LABELS

Teacher Preparation

a. Read "Your Shopping Dollar-Money Management", *(108CE)*, pages 17-19.
b. Read "Buying Guides", *(011CE)*, pages 59-62.
c. Collect various types of product labels. Have each student bring two labels to class.

Basic Skills

a. Reading for facts
b. Reading labels
c. Developing a checklist
d. Making comparisons

Classroom Activities

a. Reading materials: Students will read "Your Shopping Dollar", pages 17-19 and "Buying Guides", pages 59-62.
b. Group discussion: Class will discuss the types of information that can be found on labels as itemized on page 19 in "Your Shopping Dollar".
c. Demonstration: Using various types of labels, teacher will explain the specific information contained on each.
d. Group activity: Guided by teacher, class will develop a simplified checklist of label information to use when shopping.

Demonstration of Competency

Student will explain to class pertinent information contained on two consumer labels.

Individual Life Skill Activity

Using class developed checklist, student will read and compare label information when shopping for a consumer product.

IIB9
CONSUMER ECONOMICS

1½ hours

UNDERSTANDING WARRANTIES

Teacher Preparation

a. Read "How to Select Major Home Appliances", (*047CE*), page 4.
b. Read "Buying Guides", (*011CE*), page 110.
c. Collect warranties from several small and major home appliances.
d. Develop a sample warranty card.

Basic Skills

a. Reading for facts
b. Understanding warranties
c. Filling out a form

Classroom Activities

a. Reading material: Students will read "How to Select Major Home Appliances, page 4.
b. Group discussion: What is the purpose of a warranty? What are the terms of the warranty? What is the difference between a "*full*" and "*limited*" warranty? What must you do to keep the warranty in effect?
c. Demonstrations: Teacher will distribute sample warranty cards, explain the importance of completing and sending in the warranty card, and assist students in filling out the warranty card. Using an actual warranty from a consumer product, teacher will read and explain each item of the warranty.

Demonstration of Competence

Class will divide into small groups to evaluate the terms of a warranty for a small appliance and a major appliance.

Individual Life Skill Activity

When purchasing a product which has a warranty, student will fill out the warranty card, send it to the manufacturer, and file the warranty for future reference.

IIB 10
CONSUMER ECONOMICS

1½ hours

COMPUTING SALES TAX

Teacher Preparation

a. Read "Reading Competence", (072G) pages 120-122.
b. Develop a math handout with exercises in changing percents to decimals and addition and multiplication of whole numbers and decimals.
c. Obtain copies of local newspapers.

Basic Skills

a. Changing percents to decimals
b. Addition and multiplication of whole numbers and decimals
c. Computing sales tax
d. Rounding off numbers
e. Reading newspaper ads

Classroom Activities

a. Math practice exercises: Teacher will distribute the math exercises and demonstrate the correct math procedure for each type of problem. Students will complete all math exercises with assistance from teacher when needed.
b. Group activity: As a group, class will do the exercises in computing sales tax on pages 120-122 in "Reading Competence".

Demonstration of Competence

Using newspaper ads, student will select five items that require sales tax and calculate the sales tax and the total cost of each item.

Individual Life Skill Activity

When making a purchase, student will be able to compute sales tax and total cost of the purchase.

IIB 11

CONSUMER ECONOMICS

3 hours

ORDERING FROM A CATALOG

Teacher Preparation

a. Secure catalogs and catalog order forms from mail-order companies such as: Sears Roebuck and Company, Montgomery Ward, and J.C. Penney Company.
b. Read "Reading Competence", *(072G)*, pages 166-178.
c. Read "Reaching Math Competence", *(069G)*, pages 217-234.

Basic Skills

a. Using an index
b. Reading tables and charts
c. Filling out a form
d. Changing percents to decimals
e. Addition and multiplication of decimals
f. Computation of whole numbers

Classroom Activities

a. Demonstration: Teacher will distribute catalogs and catalog order forms and show class how to use the catalog index to locate merchandise and how to list items on order form. Teacher will demonstrate how to complete an order form by computing sales tax, postage and handling charges, and total order cost.
b. Group activities: Guided by teacher, class will do exercises about reading catalog charts and filling out order forms in "Reading Competence", pages 166-177. Using "Reaching Math Competence", students will do selected activites in measuring for size and cost of draperies and blinds, pages 217-233.

Demonstration of Competence

Student will complete the catalog order form on page 178 in "Reading Competence", and do the computation problems concerning catalog ordering on page 234 in "Reaching Math Competence".

Individual Life Skill Activity

Student will select four items from a catalog and correctly complete the catalog order form by listing items and calculating price, sales tax, postage and handling charges, and total cost.

IIB 12

CONSUMER ECONOMICS

3 hours

SELECTING A MAJOR APPLIANCE

Teacher Preparation

a. Read pamphlet, "How to Select Major Home Appliances". *(047CE)*
b. Read "Your Equipment Dollar-Money Management". *(104CE)*

Basic Skills

a. Reading for details
b. Making comparisons
c. Using a checklist
d. Making decisions

Classroom Activities

a. Reading materials: Students will read "Your Equipment Dollar-Money Management".
b. Group discussion: Class will discuss criteria to be applied in purchasing a major appliance such as: family requirements, space limitations, budget, warranties, energy utilization, and safety features.
c. Demonstration: After choosing an appliance, teacher will demonstrate how to effectively use the corresponding appliance checklist in "How to Select Major Home Appliances" when comparison shopping. Teacher will review the techniques used in comparison shopping.

Demonstration of Competence

Student will select a major appliance such as: washer or refrigerator, and list five criteria to be considered before purchasing the appliance.

Individual Life Skill Activity

Student will use the appropriate checklist in "How to Select Major Home Appliances" for comparison shopping of a selected major appliance. After comparing features and cost of three models at three different stores, student will determine which store and model best satisfies personal needs.

IIB 13

CONSUMER ECONOMICS

1½ hours

BUYING A NEW CAR

Teacher Preparation

a. Read Unit 2, "Buying a New Car, Be Informed Series". *(009CE)*
b. Develop a sample new car sticker to include actual base sticker price plus several options with prices.

Basic Skills

a. Reading for facts
b. Computing costs
c. Making comparisons

Classroom Activities

a. Reading material: Student will read Unit 2, "Buying a New Car, Be Informed Series".
b. Group discussion: Teacher will hand out sample new car sticker and discuss base sticker price, options and accessories, dealer preparation, destination charge, sales tax, and license fees. What are some things to consider when buying a new car? What type car will best suit your needs? How much money can you afford to spend? When and where should you buy? How much will the car depreciate?

Demonstration of Competence

Divide the class into groups of four. Give each group a dollar amount that can be spent on a new car and a problem situation stating specific needs. Staying within the allotted dollar amount, group will select and itemize the cost of a new car.

Individual Life Skill Activity

Student will visit a new car dealer and price a new car. Student will then calculate the total cost by itemizing the base sticker price, all options and accessories, charges, fees, and sales tax.

IIC 14
CONSUMER ECONOMICS

3 hours

AUTOMOBILE INSURANCE

Teacher Preparation

a. Read pamphlet, "Every Ten Minutes". *(020CE)*
b. Read "Reaching Math Competence", *(069G)*, pages 206-214.
c. Secure sample auto insurance policies from insurance companies.

Basic Skills

a. Math whole numbers: addition, subtraction, multiplication, and division
b. Decimals
c. Reading for facts and details
d. Understanding insurance terminology

Classroom Activities

a. Reading material: Students will read pamphlet, "Every Ten Minutes".
b. Group discussion: Teacher will distribute sample auto insurance policies and discuss different types of coverage and terminology used.
c. Individual activity: Assisted by teacher, students will do the exercises in "Reaching Math Competence", pages 206-214.

Demonstration of Competence

Student will correctly complete review questions 11-15 on page 216 in "Reaching Math Competence".

Individual Life Skill Activity

Student will review personal auto insurance policy, or use the information gained to purchase the proper insurance in the future.

IIC 15
CONSUMER ECONOMICS

3 hours

HOMEOWNERS INSURANCE

Teacher Preparation

a. Read pamphlet, "Insurance for the Home". (053CE)
b. Read pamphlet, "Money Management-Your Housing Dollar", (105CE), pages 35-38.
c. Read pamphlet, "How to Read Your Homeowner's Policy". (046CE)

Basic Skills

a. Reading for details and facts
b. Understanding insurance terminology
c. Understanding of math such as: percents and decimals

Classroom Activities

a. Reading materials: Students will read "Insurance for the Home", Money Management-Your Housing Dollar", pages 35-38 and "How to Read Your Homeowner's Policy".
b. Group discussion: Students will discuss and understand the meaning of terms: 1) basic form, 2) broad form, 3) comprehensive form, 4) personal liability, 5) medical payments, 6) supplementary coverages, 7) real property, 8) personal property, 9) additional living expenses.

Demonstration of Competence

Student will successfully complete the test on the last page of the pamphlet, "Insurance for the Home".

Individual Life Skill Activity

Students owning a homeowners policy can review the coverages and update the programs if necessary. Students without policies will be able to make proper choices in the future.

IIC 16

CONSUMER ECONOMICS 3 hours

LIFE INSURANCE

Teacher Preparation

a. Secure a resource expert from a local life insurance company.
b. Read pamphlet, "Policies for Protection, How Life Insurance and Health Insurance Work", (068CE), pages 3-9 and 17.
c. Read pamphlet, "Money Management-Your Savings and Investment Dollar", (107CE), pages 10-14.
d. Read pamphlet, "If Anything Happens to Me: A Unit on Life Insurance". (050CE)

Basic Skills

a. Reading for understanding
b. Understanding insurance terminology
c. Basic math- decimals, addition, subtraction, multiplication, and division

Classroom Activities

a. Reading materials: Students will read materials listed under the Teacher Preparation section.
b. Group discussion: Students will discuss the terminology found on pages 10-11 of "Money Management-Your Savings and Investment Dollar".
c. Presentation: Resource expert will discuss the value of owning life insurance and the advantages and disadvantages of several types of insurance programs.

Demonstration of Competence

Students will read and complete the exercises in the pamphlet, "If Anything Happens to Me: A Unit on Life Insurance".

Individual Life Skill Activity

Student will review personal life insurance policies or purchase new or additional insurance.

3 hours

RENTING AN APARTMENT

Teacher Preparation

a. Read "Your Housing Dollar-Money Management", (105CE), page 4-7, 10-12, and 20.
b. Read pamphlets "Wise Rental Practices", (100CE), and "Fair Housing, U.S.A.". (022CE)
c. Secure sample leases from local housing authority or legal aid.
d. Develop a handout on landlord and tenant rights and responsibilities.

Basic Skills

a. Reading for facts
b. Understanding leases
c. Locating information
d. Using a checklist
e. Making comparisons

Classroom Activities

a. Reading materials: Students will read the pamphlets on housing and selected readings in "Your Housing Dollar".
b. Group discussion: Using teacher developed handout, class will discuss landlord and tenant rights and responsibilities. Teacher will distribute sample leases and lead a discussion about lease agreements.
c. Demonstration: Using the checklist for apartments on page 20 in "Your Housing Dollar", students will check those features that meet their personal housing needs. Students will use the checklist when comparing apartments.

Demonstration of Competence

Student will select three apartments for rent from the classified section of the newspaper and respond to the ad to compare information relating to monthly rent, security deposit, and terms of the lease.

Individual Life Skill Activity

Student will be able to locate and successfully rent an apartment suitable to personal housing needs and budget limitations.

D-18
CONSUMER ECONOMICS

3 hours

BUYING A HOUSE

Teacher Preparation

a. Secure a resource expert from the County Board of Realtors.
b. Read "Your Housing Dollar-Money Management". *(105CE)*
c. Read pamphlet, "Buying a Home". *(010CE)*
d. Read "Reaching Math Competence", *(069G)*, pages 120-136.

Basic Skills

a. Reading for facts
b. Understanding mortgage terminology
c. Using a checklist
d. Making comparisons
e. Basic math computation: whole number, fractions, decimals, percents

Classroom Activities

a. Reading materials: Students will read "Buying a Home" and selected readings in "Your Housing Dollar".
b. Presentation: Resource expert will discuss homeownership, costs involved in buying a home, different types of mortgages, and how much the individual can afford. Resource expert will distribute sample contracts involved when purchasing a home and will explain the terms of the contracts.
c. Demonstration: Using the checklist for houses on page 21 in "Your Housing Dollar", students will check those features that meet their personal housing needs. Students will use the checklist when comparing houses.
d. Group activity: Assisted by teacher, class will do selected exercises in "Reaching Math Competence", pages 120-136.

Demonstration of Competence

Student will accurately complete selected exercises about home buying costs in "Reaching Math Competence".

Individual Life Skill Activity

Student will visit two "*open houses*" and will compute and compare the costs involved in purchasing each house. Using the checklist for houses, student will compare the features of both houses. Student will discuss the evaluation with teacher.

IID 19
CONSUMER ECONOMICS

1½ hours

UNDERSTANDING UTILITY BILLS

Teacher Preparation

a. Read "Improving Math Competence", (051G), pages 118-122.
b. Read pamphlet, "Understanding Your Utility Bills". (094CE)
c. Collect sample bills for different types of utilities such as: electric, water, and gas.
d. Request that student bring a utility bill to class.

Basic Skills

a. Reading for details
b. Reading a form
c. Reading a graph
d. Making comparisons
e. Basic math - addition, subtraction, multiplication, and division

Classroom Activities

a. Group discussion: What kinds of utilities do you have in your home? How often do you receive your bills? What method do you use to pay utility bills? Where can you pay them?
b. Reading material: Student will read "Understanding Your Utility Bills".
c. Demonstration: Using several different utility bills, teacher will explain each item and charge.
d. Group activity: Guided by teacher, class will do selected math exercises on pages 118-122 in "Improving Math Competence".

Demonstration of Competence

Student will orally demonstrate to teacher an understanding of each item and charge represented on a personal utility bill.

Individual Life Skill Activity

With the knowledge learned in this lesson, student will be able to read and understand all items and charges on individual utility bills.

IID 20
CONSUMER ECONOMICS

3 hours

ENERGY CONSERVATION

Teacher Preparation

a. Read "Tips for Energy Savers". (090CE)
b. Read "The Energy Book". (086CE)
c. Read "76 Ways to Conserve Energy in Your Home". (080CE)

Basic Skills

a. Reading for facts
b. Reading a graph
c. Using a checklist
d. Researching energy sources
e. Public speaking

Classroom Activities

a. Reading materials: Students will read booklets concerning energy conservation.
b. Group discussion: Class will discuss some of the easy and practical ways to save energy in the home, on the road, and when shopping. Students will discuss energy conservation measures that they currently practice.
c. Panel discussion: Students will form small groups to research the advantages and disadvantages to the development and utilization of different energy sources as listed on page 5 in "The Energy Book". Each group will elect a representative to present the pros and cons of a particular fuel source. Students will discuss recent energy crises, probable future shortages, and the role of the government and individual in the energy problem.

Demonstration of Competence

Student will list ten ways to conserve energy in the home, on the road, and when shopping.

Individual Life Skill Activity

Using the checklist in "Tips for Energy Savers", student will check each area at home to insure a maximum amount of energy conservation whenever possible. Student will share with class any changes that have been made and additional conservation measures that will be made in the future as a result of the home survey.

IIIA 1
HEALTH AND SAFETY

3 hours

LOCAL HEALTH SERVICES

Teacher Preparation

a. Collect telephone books. Locate the Guide to Human Services.
b. Read "Where To Go, Who To See, What To Do", (099G), pages 24-43.
c. Read "Getting Medical Assistance", (033HS), pages 46-59.
d. Secure pamphlets from local health services.
e. Develop a handout listing the names of local health services plus blank spaces for each address and telephone number.

Basic Skills

a. Identifying health services
b. Locating health services in the telephone book
c. Solving problems
d. Writing a description

Classroom Activities

a. Reading materials: Student will read, "Where To Go, Who To See, What To Do" and pamphlets from various local health agencies to gain an understanding of the health services provided.
b. Demonstration: Teacher will distribute the handout of local health services and assist students in locating the correct address and telephone number in the telephone book. Teacher will show the Guide to Human Services in the telephone book as a quick way to locate the telephone number of many health services.
c. Group discussion: What is the function of each health agency? How do we support our local health services?, What services does a health department offer?

Demonstration of Competence

Student will read, "Getting Medical Assistance", pages 56-57 and do the exercise on page 58 by selecting the correct health clinic for each medical problem.

Individual Life Skill Activity

Teacher will distribute a list of ten local health services such as hospitals, American Cancer Society, Planned Parenthood and Visiting Nurse Association. Student will write the correct address and telephone number for each agency plus a brief description of the services provided.

IIIA 2

HEALTH AND SAFETY

3 hours

RECOGNIZING THE SIGNS OF ILLNESS

Teacher Preparation

a. Read "Health, Safety, and Sanitation", (036HS), pages 65-74.
b. Read "Getting Medical Assistance", (033HS), pages 36-40.
c. Read the pamphlet, "What to Ask Your Doctor". (098HS)

Basic Skills

a. Recognizing the signs of illness
b. Keeping records
c. Drawing conclusions
d. Obtaining medical help
e. Following instructions

Classroom Activities

a. Reading materials: Students will read, "Health, Safety, and Sanitation", pages 65-74; "Getting Medical Assistance", pages 36-39; and the pamphlet, "What to Ask Your Doctor".
b. Group discussion: What are some of the signs of possible illness? Why sould you keep a record of your symptoms when you feel ill? When should you contact a physician? What questions should you ask about your illness and the treatment? What is meant by a contagious disease? Name some contagious diseases and their symptoms.
c. Group project: Group will develop a chart to be displayed in the classroom that lists changes in physical appearance, body functions, personal habits, and attitudes which may be signs of possible illness. Student will maintain a copy of the chart for personal use.
d. Demonstration: Divide class into small groups to participate in role-playing situations. In a simulated situation, student will contact a physician and demonstrate the ability to report symptoms of a hypothetical illness.

Demonstration of Competence

Student will correctly answer the questions in "Getting Medical Assistance", page 40.

Individual Life Skill Activity

Using the list of signs of possible illness, student will discuss the list with family members and use the list when reporting an illness to the doctor.

IIIA 3
HEALTH AND SAFETY

1½ hours

UNDERSTANDING PRESCRIPTION LABELS

Teacher Preparation

a. Collect several prescription medicine labels with different time schedules.
b. Request that each student bring a prescription label to class.
c. Read "Reading Competence", (072G), page 78-80.

Basic Skills

a. Understanding abbreviations
b. Understanding directions
c. Reading labels
d. Computing time intervals

Classroom Activities

a. Reading materials: Class will read "Reading Competence", page 78-80.
b. Group discussion: Class will discuss label instructions relating to the amount of dosage, time intervals between dosages, the allowable dosage per day. Note all the items which are listed on a prescription label such as: pharmacy prescription, number, date, patient's name, doctor's name and instructions, drug name and amount in container. Why is the expiration date important? What types of warning labels can be found on prescription medicine? Discuss the different labels collected by the students.

Demonstration of Competence

Using a prescription label brought to class by another person, student will write a schedule for a two-day period indicating the exact time and the amount of medicine to be taken.

Individual Life Skill Activity

At home, using a prescription medicine label, student will write a three day schedule of the exact time and the amount of medicine to be given to a family member. Student will also record the name, address, and telephone number of the pharmacy and the physician who prescribed the medications.

IIIA 4
HEALTH AND SAFETY

1½ hours

USING A THERMOMETER

Teacher Preparation

a. Secure two thermometers (oral and rectal) plus alcohol wipes.
b. Request that each student bring a thermometer to class.

Basic Skills

a. Reading a thermometer
b. Computing degrees
c. Charting information

Classroom Activities

a. Demonstrations: Teacher will show the proper steps in taking a temperature. Teacher will show how to read a thermometer and the correct procedure used in charting a temperature.
b. Group discussion: When should you take a temperature and what does it represent? What are the different types of thermometers and when is the use of one preferred to the other? Why is it important to be able to keep a temperature chart?

Demomstration of Competence

In class, each student will take another student's temperature and properly read and record the results on paper.

Individual Life Skill Activity

Student will take the temperature of each family member, listing on paper the names with the temperature reading.

IIIA 5

HEALTH AND SAFETY

3 hours

PROPER DENTAL CARE

Teacher Preparation

a. Secure the film, "Preventive Dentistry in B Sharp", on free loan from the American Dental Association.
b. Secure dental care posters from the American Dental Association and National Dairy Council.
c. Read pamphlets such as: "How Teeth Grow", (039HS), "A New Plan to Keep Your Teeth for a Lifetime", (003HS), "Diet and Dental Care", (018HS), For Good Dental Care, Start Early", (028HS), "They're Your Teeth... You Can Keep Them", (088HS).
d. Secure items to demonstrate correct dental procedures such as: toothbrush, toothpaste, dental floss, disclosing tablets, and a denture model.

Basic Skills

a. Reading for facts
b. Calculating time intervals
c. Using proper dental procedures
d. Understanding nutrition and dental health

Classroom Activities

a. Film: Class will view and discuss the film "Preventive Dentistry in B Sharp", which contains basic information about preventive oral hygiene in a humorous yet informative manner.
b. Reading materials: Students will read the pamphlets on dental care.
c. Demonstrations and discussions: Teacher will display and discuss the posters on dental care. Using the denture model, teacher will demonstrate proper brushing procedure, dental flossing technique, and use of the disclosing tablets. Why is visiting the dentist so important for young children? How often should you visit the dentist? Why is fluoride important? What is plaque? How does nutrition affect your teeth and gums? What snacks can you serve that will reduce your sugar consumption?

Demonstration of Competence

Student will demonstrate proper dental brushing and flossing to a classmate.

Individual Life Skill Activity

Student will practice good eating habits and maintain regular professional and home dental care.

IIIA 6

HEALTH AND SAFETY

1½ hours

CHILDHOOD IMMUNIZATION

Teacher Preparation

a. Read "Health and Family Living", Teacher Guidebook-page 3-5. *(035HS)*

b. Read "Health, Safety, and Sanitation, *(036HS)*, pages 71-73.

c. Read pamphlets, "A Parent's Guide to Childhood Immunization", *(005HS)*,and Prudential Health Series, "Childhood Diseases". *(013HS)*

Basic Skills

a. Keeping records

b. Identifying childhood diseases

c. Following directions

d. Reading for facts

Classroom Activities

a. Reading materials: Student will read "Health, Safety, and Sanitation", pages 71-73, "A Parent's Guide to Childhood Immunization", and "Childhood Diseases".

b. Group discussion: Discuss the seven dangerous childhood diseases. Why is it important to immunize children? At what age should each immunization be given? Why should you keep a record of the date and immunization given?

c. Demonstration: Teacher will stress the value of keeping accurate records of immunizations. Using the record charts in "A Parent's Guide to Childhood Immunization", teacher will demonstrate the proper way to record the date and type of immunization.

Demonstration of Competence

Student will list the seven dangerous childhood diseases and the ages when each immunization should be given.

Individual Life Skill Activity

Student will correctly fill in the immunization forms in "A Parent's Guide to Childhood Immunization".

IIIA 7

HEALTH AND SAFETY

3 hours

FAMILY PLANNING

Teacher Preparation

a. Read "Our Bodies, Ourselves", *(064HS)*, pages 181-215.
b. Read "Woman's Body-an Owner's Manual", *(101HS)*. Section C.
c. Obtain current pamphlets from the local chapter of Planned Parenthood.
d. Secure resource expert from Planned Parenthood to discuss the methods of family planning.

Basic Skills

a. Reading for facts
b. Making decisions
c. Basic math
d. Identifying the methods of birth control
e. Understanding how to use each method of birth control

Classroom Activities

a. Reading materials: Students will read the pamphlets on birth control.
b. Demonstration: Resource expert will show the different types of contraception and explain how each is used. Effectiveness, possible side effects, advantages and disadvantages, and the cost of all the methods are to be discussed.

Demonstration of Competence

Student will make a chart identifying the various birth control methods such as "the pill", intrauterine device, diaphram, foam, condom, rhythm and natural family planning. Chart will contain information on the effectiveness, side effects, complications, advantages and disadvantages of each.

Individual Life Skill Activity

Each student will determine the best method of contraception taking into consideration such things as effectiveness, safety, availability, cost, and religious and moral beliefs.

IIIA 8
HEALTH AND SAFETY

3 hours

MENTAL HEALTH - UNDERSTANDING STRESS

Teacher Preparation

a. Secure films, "Only Human", (125HS), and "Learning to Cope", (121HS), from your local Mental Health Association.
b. Read "Help Yourself-How to Live with Stress", (037HS), pages 8-18.

Basic Skills

a. Analyzing problems
b. Identifying the signs of stress
c. Solving problems
d. Reading comprehension

Classroom Activities

a. Film: Class will view and discuss the two films on mental health. The film "Only Human" deals with tension and anxiety, the signs of mental illness, and the value of receiving professional help. "Learning to Cope" illustrates coping situations for people of all age groups and explores the kind of stress they feel.
b. Reading material: Students will read "Help Yourself-How to Live with Stress", pages 8-18.
c. Group discussion: Class will discuss some of the common tensions all people face, how to understand tensions and stress, and the ways to cope with stress. Class will discuss the warning signs of stress as found on pages 14-15 in "Help Yourself-How to Live with Stress".

Demonstration of Competence

Student will list ten of the warning signs of stress.

Individual Life Skill Activity

Given a hypothetical problem, student will discuss with teacher the possible signs of stress the problem may produce and possible coping mechanisms that could be implemented to effectively deal with the problem.

IIIB 9

HEALTH AND SAFETY

3 hours

THE DANGER SIGNS OF CANCER

Teacher Preparation

a. Arrange for a speaker from the American Cancer Society. Request the use of the breast model.
b. Secure the film "Let's Call It Quits". *(122HS)*
c. Secure current pamphlets about cancer: "Cancer, What To Know, What To Do About It", *(012HS)*, "Sunbathing and Skin Cancer", *(085HS)*, "Treating Cancer", *(092HS)*, "How to Examine Your Breast", *(041HS)*, "Self-Examination of the Testes", *(079HS)*, "Answers to the Most Often Asked Questions About Cigarette Smoking and Lung Cancer", *(004HS)*.

Basic Skills

a. Identifying the danger signs of cancer
b. Following directions
c. Self-examination of the breast and testes
d. Reading for facts

Classroom Activities

a. Reading materials: Student will read the pamphlets concerning cancer.
b. Film: Class will view and discuss the film, "Let's Call It Quits".
c. Demonstration: Presentation by speaker from the American Cancer Society. Speaker will demonstrate proper breast self-examination on the breast model. Student will practice the proper technique of self-examination on the model.
d. Group discussion: Question and answer session with the speaker. How often should a woman receive a Pap test? How can you reduce the risk of skin cancer? What external pollutants contribute to increasing the risk of cancer? What are the treatments for cancer?

Demonstration of Competence

Student will list the seven danger signs of cancer.

Individual Life Skill Activity

Student will do self-examination of the breasts or testes at home. If any irregularities are detected, student will contact a physician.

IIIB 10
HEALTH AND SAFETY

3 hours

HEART DISEASE

Teacher Preparation

a. Arrange for a speaker from the American Heart Association to discuss the risk factors of heart disease and what to do about them.
b. Secure the film, "Our Way of Life". (126HS)
c. Secure current pamphlets from the American Heart Association: "How the Doctor Examines Your Heart", (040HS), "Stand Up to Stroke", (083HS), "Reduce Your Risk of Heart Attack", (076HS), "Save Food and Help Your Heart", (077HS), "How to Stop Smoking", (048HS), "E" is for Exercise".(019HS)

Basic Skills

a. Identifying risk factors
b. Drawing conclusions
c. Making decisions
d. Reading for facts
e. Locating information in the newspaper

Classroom Activities

a. Reading materials: Students will read the pamphlets from the American Heart Association.
b. Film: Class will view and discuss the film, "Our Way of Life", which shows how factors in the way we live can contribute to heart disease.
c. Demonstration: Presentation by speaker from the American Heart Association.
d. Group discussion: Question and answer session with speaker. What is the best way to quit cigarette smoking? Will proper exercise really strengthen the heart? What types of food should be eliminated from the diet to reduce the risk of heart attack and stroke?

Demonstration of Competence

Student will identify six major risk factors that increase the chance of heart disease.

Individual Life Skill Activity

Student will read the newspaper to obtain the time and location for risk factor screening. Student will then schedule an appointment for an examination.

IIIB 11

HEALTH AND SAFETY

3 hours

DRUG ABUSE

Teacher Preparation

a. Read "Standard First Aid and Personal Safety", Chapter 8, Drugs and Their Abuse. (082HS)
b. Obtain current literature and from the Do It Now Foundation, Phoenix, Arizona.

Basic Skills

a. Identifying and understanding the three major classifications of drugs
b. Reading for facts
c. Charting information
d. Writing a letter

Classroom Activities

a. Reading materials: Students will read the literature on drug abuse.
b. Group discussion: Class will discuss stimulants, depressants, and hallucinogens and the difference between proper drug use and drug abuse. Class will discuss the types of problems drug abuse can cause such as mental, legal, social, and medical problems.
c. Group project: Student will locate the telephone number and address of the local community drug abuse program. Class will research the federal and state laws controlling drugs. Class will divide into two groups - those who feel the laws are too lenient and those who feel they are too strict. Each group will debate its opinion.

Demonstration of Competence

Student will complete a chart grouping the drugs discussed in class into the three drug classifications - stimulants, depressants, and hallucinogens. One drug in each classification, its slang names, the physical symptoms, and its dangers will be discussed with teacher.

Individual Life Skill Activity

Student will write a letter to a local congressman expressing an opinion on the strictness or leniency of current drug laws and suggest any changes deemed necessary.

IIIB 12

HEALTH AND SAFETY

3 hours

ALCOHOL AND ITS EFFECTS

Teacher Preparation

a. Read "Woman's Body-an Owner's Manual", *(101HS)*, and "Man's Body-an Owner's Manual", *(060HS)*, Section K, pages 3-6.
b. Read the pamphlets, "Alcohol Facts Behind the Rumors Behind the Myth", *(001HS)*, and "Under the Influence". *(095HS)*
c. Obtain the film, "Born with a Habit", *(111HS)*, from the local March of Dimes.

Basic Skills

a. Reading for facts
b. Making decisions
c. Calculating blood alcohol level
d. Identifying the symptoms of alcoholism
e. Knowing where to obtain help with an alcohol problem

Classroom Activities

a. Film: Class will view and discuss the film, "Born with a Habit", which deals with the effects of alcohol on the fetus.
b. Reading materials: Students will read and discuss pamphlets on alcohol and its effects.
c. Group discussion: What are the symptoms of an alcoholic? What are some of the causes of alcoholism? How does stress affect the social drinker? What are some long term affects of alcohol? Who can best help an alcoholic?

Demonstration of Competence

Using the chart in "Under the Influence", student will determine the alcoholic content of five types of alcoholic drinks. Student will then calculate the number of each type of drinks that can be consumed before the student is considered legally intoxicated.

Individual Life Skill Activity

Student will obtain the telephone number and address of the local chapter of Alcoholics Anonymous and secure information about their program.

IIIB 13

HEALTH AND SAFETY

3 hours

UNDERSTANDING VENEREAL DISEASE

Teacher Preparation

a. Read "Our Bodies, Ourselves", (064HS), pages 167-180.
b. Read pamphlets, "For Women-About V.D.", (030HS), "For Men-About V.D." (029HS) "Common Sexually Transmitted Diseases". (014HS)
c. Obtain the film, "V.D.-Truth and Consequences". (130HS)

Basic Skills

a. Reading for facts
b. Making decisions
c. Identifying the symptoms, treatment, and prevention of V.D.
d. Using the telephone directory

Classroom Activities

a. Reading materials: Students will read the pamphlets on venereal disease.
b. Film: Class will view the film, "V.D.-Truth and Consequences", which deals with the prevention of V.D., how to recognize the symptoms, and the treatment of the disease.
c. Group discussion: Class will discuss the information provided by the film and pamphlets concerning symptoms, diagnosis, treatment and prevention of venereal disease. Class will discuss the long term problems which occur if the disease is untreated.

Demonstration of Competence

Student will list the three major venereal diseases and identify the symptoms of each, how it is transmitted, the treatment involved, and the complications which follow if the disease is untreated.

Individual Life Skill Activity

Student will locate the telephone number and address of the local venereal disease clinic. Student will obtain information about services provided by the clinic.

IIIC 14
HEALTH AND SAFETY

1½ hours

THE FOUR BASIC FOOD GROUPS

Teacher Preparation

a. Secure film, "Nutrition: The All American Meal". *(123HS)*
b. Read "Health and Family Living", *(035HS)*, Teacher Guidebook, pages 37-43.
c. Read "Food and Fitness", *(027HS)*, pages 47-57.
d. Secure charts that illustrate the four basic food groups and the major nutrients in foods from the Penn State Extension Service.

Basic Skills

a. Classifying foods into the four food groups
b. Understanding nutrients
c. Reading a chart
d. Planning a menu

Classroom Activities

a. Film: Class will view and discuss the film, "Nutrition: The All American Meal".
b. Reading material: Student will read "Food and Fitness", pages 47-57.
c. Demonstration: Teacher will display and discuss the charts showing the four basic food groups and the major nutrients in foods. Diseases associated with the lack of certain nutrients are to be discussed.
d. Group discussion: What is the average recommended daily allowance of each food group to maintain good health? What foods provide the best supply of iron? Why are some foods call "*junk food*"?

Demonstration of Competence

Given ten foods, student will place them in the correct food group and give the nutrients supplied by each food.

Individual Life Skill Activity

Student will write a three day menu using the four basic food groups. Consideration should be given to food variety and nutritional value.

IIIC 15

HEALTH AND SAFETY

3 hours

MENU PLANNING

Teacher Preparation

a. Arrange for a hospital or school dietitian or home economist from the Penn State Extension Service to speak about menu planning and nutrition.
b. Read "Food and Fitness". (027HS)
c. Read "Improving Math Competence", (051GL), pages 188-190.
d. Read "Health and Family Living", Teacher Guidebook, Food and Nutrition. (035HS)
e. Obtain several cookbooks.

Basic Skills

a. Reading a chart
b. Multiplying with fractions and whole numbers
c. Making decisions
d. Planning a menu

Classroom Activities

a. Reading material: Students will read pages 18-25 and pages 35-45 in "Food and Fitness" and other readings selected by the teacher.
b. Demonstration: Resource expert will distribute sample menus and discuss menu planning, good nutrition, seasonal buying of fruits and vegetables, how to use leftover foods, and proper food storage. Resource expert will discuss planning a menu for a person with special dietary needs such as: elderly person, sick child, diabetic person, or a dieter. Using a cookbook, resource expert will demonstrate how to read and use a calorie chart.
c. Group activity: assisted by the teacher, class will learn how to change recipe quantities by doing the recipe problems on pages 188-190 in "Improving Math Competence".

Demonstration of Competence

Student will plan a two day menu for a person with special dietary needs and compute the total daily calorie intake by using a calorie chart.

Individual Life Skill Activity

Based on a balanced diet, student will plan a one week menu to meet personal needs.

IIIC 16

HEALTH AND SAFETY 3 hours

COMPARISON FOOD SHOPPING

Teacher Preparation

a. Secure film, "The Consumer and the Marketplace". (*124HS*)
b. Teacher and students will collect food ads from local food stores.
c. Schedule time to visit three local food stores.
d. Collect food labels.

Basic Skills

a. Reading newspaper ads
b. Reading labels
c. Computing unit prices
d. Charting information
e. Making comparisons
f. Drawing conclusions

Classroom Activities

a. Film: Class will review and discuss film, "The Consumer and the Marketplace".
b. Demonstration: Teacher will use labels to explain weight, unit price, ingredients, and nutritional value.
c. Group project: Prior to the trip, class will construct a chart which will contain areas to compare food items by name, weight, unit price, ingredients, and nutritional value. Group will select ten items from tne newspaper ads that they will compare at all three stores. Student will construct a small chart to take to the stores.
d. Field trip: Class will visit three local food stores and compare the ten selected items.

Demonstration of Competence

After returning from the field trip, students will correctly fill in the class chart. Students will conclude which store had the best buy.

Individual Life Skill Activity

Student will make a weekly shopping list using current newspaper food ads to determine the store and the items to be purchased.

JJ1D 17
HEALTH AND SAFETY

3 hours

BASIC FIRST AID

Teacher Preparation

a. Secure a resource expert from the local American National Red Cross Chapter.
b. Secure Red Cross First Aid Modules from the American National Red Cross. (Set of three programmed texts.)

Basic Skills

a. Following directions
b. Reading for facts
c. Reading comprehension
d. Using correct first aid procedures

Classroom Activities

a. Demonstration: Presentation by resource expert. Using volunteers from the class, resource expert will demonstrate and discuss basic first aid techniques.
b. Reading materials: Teacher will distribute the Red Cross First Aid Modules and explain how the modules are to be used. Each module is self-instructional and may be used entirely in the classroom or for home study.
c. Group project: After reading the Red Cross First Aid Modules, class will divide into small groups to master their first aid techniques by practicing specific skills such as mouth to mouth breathing, splinting a fracture, treating burns, or stopping bleeding on members of the group.

Demonstration of Competence

After successfully completing the three Red Cross First Aid Modules, student will correctly answer the final test at the end of each module.

Individual Life Skill Activity

Given a specific health emergency such as: victim drowning, suffering from a heat stroke, or choking, the student will demonstrate the correct life-saving procedure.

IIID 18

HEALTH AND SAFETY 1½ hours

ITEMS FOR A FIRST AID KIT

Teacher Preparation

a. Read "Health, Safety and Sanitation", (036HS), page 32.
b. Develop student checklist of first aid kit needs. This list should include space for each item, amount of item, and use of item.
c. Secure items for a first aid kit.

Basic Skills

a. Following instructions
b. Using a checklist
c. Writing instructions
d. Assembling a first aid kit

Classroom Activities

a. Group discussion: Why is it important to have a first aid kit in your home and car? Why should you never lock a first aid kit? Why should the kit be kept away from small children? Why is it important to keep a list in the first aid kit that states all the items, purpose, and instructions on how to use each item.
b. Demonstration: Teacher will distribute the checklist of first aid kit needs. Student will use the checklist to determine which items must be purchased to complete home kit. Using volunteers from the class, teacher will demonstrate the proper use of each item in the first aid kit.

Demonstration of Competence

Student will list ten first aid items that should be in a first aid kit, state purpose, and write instructions on how to use each item.

Individual Life Skill Activity

Using the checklist of first aid kit needs, student will assemble a first aid kit.

IIID 19

HEALTH AND SAFETY 3 hours

SAFETY IN THE HOME

Teacher Preparation

a. Read "Health, Safety, and Sanitation", *(036HS)*, pages 43-49, and pages 55-59.
b. Read "Reading Achievement", *(071G)* Unit 4.
c. Read pamphlets: "Save Your Child from Poisoning", *(078HS)* "Toy Safety", *(091HS)*, and "Your Children and Accidents in the Home". *(103HS)*
d. Secure and display 'Think Toy Safety' posters from U.S. Product Safety Commission, Washington, DC.
e. Prepare a list of items that may be involved in home accidents such as cleaning supplies, household tools, toys, and floor mats.

Basic Skills

a. Reading for facts
b. Drawing conclusions
c. Interpreting a visual
d. Recognizing hazards in the home
e. Understanding good safety habits
f. Filling out a survey

Classroom Activities

a. Reading materials: Students will read the pamphlets on home safety.
b. Demonstrations and discussions: Teacher will display and discuss the posters on toy safety. Teacher will distribute the list of items involved in home accidents. Student will select one item from the list, bring the item to class, and discuss how it can or cannot be used safely. Class will discuss safety rules and how to correctly eliminate safety hazards in the home.

Demonstration of Competence

Student will complete pages 52-55 in "Reading Achievement" by matching the explanation of a home hazard with the corresponding number in each paragraph.

Individual Life Skill Activity

Student will fill out the home safety checklist in "Health, Safety, and Sanitation", pages 47-48 and then check each area at home to make it safe from accidents. Student will share the results of the checklist with the class.

IIID 20
HEALTH AND SAFETY

3 hours

FIRE PREVENTION IN THE HOME

Teacher Preparation

a. Secure a portable fire extinguisher.
b. Secure a smoke detector.
c. Secure telephone books.
d. Read pamphlets: "Wake up! Smoke Detectors", (097HS), "This is Your ABCD's of Portable Fire Extinguisher", (089HS), "Home Fire Safety", (038HS), and "Babysitter's Handbook".(006HS)
e. Read "Health, Safety, and Sanitation", pages 50-54. (036HS)

Basic Skills

a. Proper use of fire extinguisher
b. Proper use of smoke detector
c. Planning a fire escape route
d. Practicing safety habits in the home
e. Locating fire department in telephone book

Classroom Activities

a. Reading material: Students will read the four pamphlets on fire.
b. Demonstration and discussion: Portable Fire Extinguisher: Teacher will demonstrate the proper use of a portable fire extinguisher. Class will discuss the different types of fire extinguishers, where to place the extinguisher, and the purchase and maintenance of the extinguisher. Smoke Detector: Teacher will show the class a home smoke detector. Class will discuss the cost of a detector, where and how to install it, how many are needed, and how to properly maintain the smoke detector.

Classroom Activities, cont.

Escape Routes: Teacher will assist students in drawing two escape routes from every room in their house. Student will indicate where ropes or chain ladders are needed for rooms on a second floor and indicate a meeting place outside the home. Fire Department: Teacher will assist students in locating the telephone number of the local fire department.

Demonstration of Competence

Student will fill out the fire prevention checklist in "Health, Safety, and Sanitation", pages 53-54, and then check each area at home to make it safe from fire.

Individual Life Skill Activity

At home, student will demonstrate what escape routes to use and where to meet outside the house. The student's family will practice the plan to insure safety in case of fire.

3 hours

OBTAINING LEGAL SERVICES

Teacher Preparation

a. Secure a resource expert from Pennsylvania Bar Association, Public Defender's office, or local Legal Services Association.
b. Read "Where to Go, Who to See, What to Do", (*099GL*), chapter 5.
c. Read pamphlets, "Finding a Lawyer", (*025GL*), and"Lawyers and Their Fees". (*057GL*)
d. Read "You and the Law", (*102GL*), workbook pages 19-22, and Reader's Digest,"You and the Law", (*070GL*), chapter 14.

Basic Skills

a. Reading for facts
b. Solving problem situations
c. Verbal comprehension
d. Calculating legal fees

Classroom Activities

a. Reading materials: Students will read "Where to Go, Who to See, What to Do", chapter 5 and the pamphlets, "Finding a Lawyer" and "Lawyers and Their Fees".
b. Demonstration: Presentation by resource expert from one of the mentioned legal associations who will discuss when an individual may need a lawyer, where to contact a lawyer, and the fees involved when legal services are provided.
c. Group discussion: Class question and answer session with the resource expert. What is meant by a *"contingent fee"*? What is a *"retainer"*? Is the information discussed with the lawyer kept confidential? What services are available if an individual cannot afford a private attorney?

Demonstration of Competence

Using "You and the Law" workbook, student will read the ten hypothetical situations on pages 20-21. Each student will write reasons why a lawyer may or may not be necessary in each situation.

Individual Life Skill Activity

Dependent upon the student's financial situation, student will obtain address and telephone number of a private attorney or the local Legal Services Association for future reference when student may have the need of legal counsel.

IVA 2
GOVERNMENT AND LAW

3 hours

MAKING A WILL

Teacher Preparation

a. Read Reader's Digest, "You and the Law", (102GL), chapter 12.
b. Read Pennsylvania Bar Association pamphlet, "Making a Will". (058GL)
c. Develop a sample will or obtain samples from local Legal Services Association.

Basic Skills

a. Reading comprehension
b. Understanding legal terminology
c. Writing a will

Classroom Activities

a. Reading material: Students will read the pamphlet, "Making a Will".
b. Group discussion: Guided by the teacher, students will discuss the following topics:
   1. Your right and duty to make a will.
   2. Types of wills.
   3. Provisions to include in a will.
   4. What happens if husband and wife die simultaneously.
   5. Executors, guardians, trustees.
   6. Taxes on estates.
   7. Where should you keep a will.
c. Demonstration: Teacher will distribute the sample wills to the class for demonstration and discussion.

Demonstration of Competence

From the information learned about wills, the student will make a personal will.

Individual Life Skill Activity

Having completed the will, the student will take it to an attorney or Legal Services Association, ifeligible, for verification of its legality and completeness.

IVA 3
GOVERNMENT AND LAW

1½ hours

SOCIAL SECURITY BENEFITS

Teacher Preparation

a. Read Reader's Digest, "You and the Law", *(102GL)*, page 521-530.
b. Read Pennsylvania Bar Association pamphlet, "Social Security". *(081GL)*
c. Secure a resource expert from the local social security administration office to speak to the class about social security benefits. Request current literature about social security.
d. Develop a ten question examination concerning social security.

Basic Skills

a. Reading for facts
b. Understanding details
c. Drawing conclusions
d. Using the telephone directory

Classroom Activities

a. Reading materials: Students will read the literature secured from the Social Security Administration office and the Pennsylvania Bar Association.
b. Demonstration: Presentation by the resource expert from the Social Security Administration office covering: who is covered by social security, social security and the self-employed person, how to claim social security benefits for retirement, disability, dependent children, and survivors benefits.
c. Group discussion: Class question and answer session with the resource expert. What is the supplemental Social Security Income (SSI)? How many social security credits must be accumulated to qualify for survivors' benefits, including burial expenses?

Demonstration of Competence

Student will correctly answer the ten questions developed by the teacher concerning social security.

Individual Life Skill Activity

Student will obtain the address and telephone number of the local social security administration office and keep this information for future reference.

IVA 4
GOVERNMENT AND LAW

1½ hours

UNDERSTANDING A SUMMONS AND A SUBPOENA

Teacher Preparation

a. Read "Summons and Subpoena, Plain Talk Forms". (084GL)

Basic Skills

a. Reading comprehension
b. Understanding legal terminology
c. Reading a form

Classroom Activities

a. Reading material: Students will read, "Summons and Subpoena, Plain Talk Forms".
b. Group discussion: Class will discuss the difference between a summons and a subpoena. The special words and phrases on page six of "Summons and Subpoena" will be explained by the teacher. Under what circumstances might you receive a summons or a subpoena? What is the correct way that these documents are given to a person? What should you do if you receive a summons or a subpoena?
c. Demonstration: Teacher will show a court issued summons and subpoena and explain each item on the document through use of the "Plain Talk" documents.

Demonstration of Competence

Student will successfully complete the practice questions on page eight of the reading material.

Individual Life Skill Activity

Student will be able to apply the understanding of a summons and a subpoena and the procedures involved with each in the event that student would receive such documents.

IVB 5

GOVERNMENT AND LAW

3 hours

KNOW YOUR RIGHTS - "THE BILL OF RIGHTS"

Teacher Preparation

a. Read "Reading Performance", Unit 2. (074G)
b. Read "Know Your Rights", To Be a Good American Series. (056GL)
c. Secure the film "Women's Rights". (135GL)

Basic Skills

a. Reading for facts
b. Drawing conclusions
c. Making comparisons
d. Interpreting a visual
e. Writing a journal

Classroom Activities

a. Individual exercise: Before learning about individual rights, student will answer the ten questions on pages 145-146 in "Reading Performance" to stimulate an awareness of the rights afforded to each citizen by the "Bill of Rights".
b. Film: Class will view and discuss the film, "Women's Rights" which presents the story of Rosalind Wallace who wanted to swim on the high school boys' team. The film shows how the case was presented before the athletic conference and later challenged the state laws in court.
c. Reading material: Students will read, "Know Your Rights", To Be a Good American Series.
d. Group discussion: Guided by teacher, class will discuss the "Bill of Rights" and role play selected stories as illustrated in "Know Your Rights".

Demonstration of Competence

Student will do the exercise about the "Bill of Rights" on page 30 of "Know Your Rights".

Individual Life Skill Activity

Student will keep a three day journal outlining the basic rights that were exercised during that period such as: freedom of religion (going to church), or freedom of the press (reading the newspaper).

IVB 6

GOVERNMENT AND LAW 3 hours

TYPES OF CRIMES

Teacher Preparation

a. Read "Reader's Digest: You and the Law", *(070GL)*, pages 135-170.
b. Read "Crimes and Justice-Justice in America Series". *(017GL)*
c. Read pamphlet, "Compensation for Innocent Victims of Violent Crimes". *(015GL)*

Basic Skills

a. Reading a chart
b. Making inferences
c. Drawing conclusions
d. Writing an essay
e. Identifying types of crimes

Classroom Activities

a. Reading material: Students will read and discuss, "Reader's Digest: You and the Law", pages 135-138 and the pamphlet, "Compensation for Innocent Victims of Violent Crimes".
b. Group activity: Using the book "Crimes and Justice", class will distinguish between a misdemeanor and a felony, evaluate the seriousness of various types of crimes, and analyze selected criminal cases.

Demonstration of Competence

Student will read a selected criminal case in "Crimes and Punishment" and answer the essay questions about the case.

Individual Life Skill Activity

Using the newspaper, student will select two articles involving a misdemeanor and two articles involving a felony, and evaluate in writing the seriousness of each crime.

IVB 7
GOVERNMENT AND LAW

3 hours

KNOWING YOUR RIGHTS IF ARRESTED

Teacher Preparation

a. Arrange for a speaker from the local police department.
b. Secure copies of the Miranda card from the local police department.
c. Read "You and the Law", *(102GL)*, pages 35-38.

Basic Skills

a. Writing sentences
b. Listening for facts
c. Understanding individual rights

Classroom Activities

a. Group activity: Teacher will distribute copies of the Miranda card. Class will prepare a list of pertinent questions to ask the speaker.
b. Demonstration: Speaker will explain the entire process of arrest, the rights of an accused adult, and the rights of an accused juvenile. Using volunteers from class, speaker will demonstrate the physical procedure of an arrest.
c. Group discussion: Using the list of prepared questions, students will ask the speaker about any aspect of an arrest and the rights of the individual.

Demonstration of Competence

Student will list the rights of the individual if accused of a crime or arrested.

Individual Life Skill Activity

Student will have the necessary knowledge to understand legal rights and procedures to be followed in case of arrest.

IVB 8

GOVERNMENT AND LAW

3 hours

OUR COURT SYSTEM

Teacher Preparation

a. Read "Know Your Rights-To Be a Good American Series", *(056GL)*, pages 18-27.
b. Read "Reading Achievement", *(071G)* pages 109-115.
c. Arrange a field trip to local courthouse to observe a trial in session.
d. Develop a handout of court related terms and definitions. Include words such as: subpoena, witness, testimony, perjury, prosecutor, counsel, verdict, and sentence.
e. Read "Reader's Digest: You and the Law", *(102GL)*, pages 171-184.

Basic Skills

a. Reading for facts
b. Interpreting a visual
c. Understanding amendments to the U.S. Constitution
d. Understanding court related terminology
e. Writing a summary

Classroom Activities

a. Reading materials: Class will read "Know Your Rights", pages 18-26.
b. Group discussion: Teacher will distribute and discuss the list of court related terms and definitions. Class will discuss the Amendments to the U.S. Constitution that relate to the individual's rights under our court system.
d. Field trip: Class will visit local courthouse to view a trial in session.

Demonstration of Competence

Student will do the exercises on pages 21,24, and 27 in "Know Your Rights".

Individual Life Skill Activity

Using proper legal terminology, student will write a summary of court proceedings observed during the field trip. Student will express any positive or negative reactions to the court session.

IVB 9
GOVERNMENT AND LAW

3 hours

TRIAL BY JURY

Teacher Preparation

a. Devise a hypothetical court case. Assign roles to students such as: 1) jurors, 2) judge, 3) defending attorney, 4) prosecuting attorney, 5) defendant, 6) witness.
b. Review how the courts function.
c. Read "Know Your Rights", pages 22-23, page 25. (056GL)
d. Secure a tape recorder (optional).

Basic Skills

a. Verbal persuasion
b. Listening for facts
c. Making a judgment
d. Writing

Classroom Activities

a. Class activity: Class will go through a mock jury trial with the attorneys arguing each side of the case and presenting witnesses, while a student judge presides. Except for the defendant, the remaining students will act as jurors and witnesses. Teacher will act as the court recorder or may use a tape recorder to record the proceedings.
b. Group discussion: Discussion will follow the trial by comparing the realism of the mock trial to a real trial. The class will discuss the topic, "What is Justice"?

Demonstration of Competence

Students will determine the results of the mock trial through the voting of the jury and the sentencing by the student judge, if necessary.

Individual Life Skill Activity

Student will serve jury duty when notified by an appropriate court.

IVB 10
GOVERNMENT AND LAW

3 hours

YOUTH AND THE LAW

Teacher Preparation

a. Secure films, "Juvenile Law", *(120GL)*, and "Under the Law: The Ripoff". *(129GL)*
b. Read "Youth and the Law-Justice in America Series". *(109GL)*

Basic Skills

a. Reading comprehension
b. Interpreting a visual
c. Analyzing a problem
d. Drawing conclusions
e. Oral reporting

Classroom Activities

a. Films: To stimulate interest in the lesson, class will view and discuss the open-ended films, "Under the Law: The Ripoff" and "Juvenile Law".
b. Reading material: Students will read selected sections from "Youth and the Law".
b. Group discussion: Teacher will lead a discussion concerning juvenile court procedure as diagrammed on page 66 in "Youth and the Law". Students will discuss and give opinions on the Supreme Court ruling in a court case involving a minor such as, "In re Gault", pages 70-75 in "Youth and the Law". Class will discuss the applicability of the Fifth, Sixth, and Fourteenth Amendments of the U.S. Constitution. Class will discuss and give opinions on the causes of juvenile crime.

Demonstration of Competence

Student will correctly answer questions selected by the teacher from "Youth and the Law".

Individual Life Skill Activity

Student will visit a court recommended group home for delinquent minors and discuss personal reactions to the visit with teacher.

IVC 11

GOVERNMENT AND LAW

1½ hours

VOTER REGISTRATION

Teacher Preparation

a. Read pamphlet, "Page One", (065GL), pages 3-5.
b. Read "Reading Performance", (074G), pages 167-173.
c. Read "You and the Law", (102GL), pages 62-65.
d. Secure voter registration forms from local courthouse or other authorized location.

Basic Skills

a. Following directions
b. Reading a form
c. Filling out a form
d. Reading for facts

Classroom Activities

a. Reading materials: Student will read pamphlet, "Page One, pages 3-5, and "Reading Performance", pages 167-173.
b. Group discussion: Why is it important to vote? Who may register to vote? Do all the states have the same voting requirements and practices? Which amendments to the Constitution deal with voting? What is the difference between a primary and a general election?
c. Demonstration: Teacher will distribute voter registration forms and show class how to correctly fill out the form.

Demonstration of Competence

Student will correctly fill out a sample voter registration form.

Individual Life Skill Activity

Student will correctly fill out a voter registration form and mail the form prior to the next voter registration deadline.

IVC 12
GOVERNMENT AND LAW

3 hours

USING A BALLOT

Teacher Preparation

a. Read pamphlet "Page One", (*065GL*), pages 5-15.
b. Read "Reading Performance", (*074G*), pages 174-180.
c. Secure sample voting materials and ballots from local voting authorities .

Basic Skills

a. Reading for facts
b. Following directions
c. Using a voting ballot
d. Devising a form
e. Debating

Classroom Activities

a. Reading materials: Students will read "Page One", pages 5-15, and "Reading Performance", pages 174-179.
b. Group discussion: Class will discuss the four different methods for voting: voting machines, punch card devices, paper ballots, and absentee ballots. Which methods are used in your voting district? What is a polling place? Where are they located in your district?
c. Demonstration: Teacher will distribute the voting materials. Each item of the ballot will be explained as group simulates the voting process.
d. Group project: Group will hold a class election. Students will determine the offices, select candidates, devise a ballot, and engage in the voting process.

Demonstration of Competence

Using the class devised ballot, student will vote for class officers. Students will tabulate the votes to determine the class officers.

Individual Life Skill Activity

After registering to vote, student will be able to vote in the next local, state, or national election.

IVC 13
GOVERNMENT AND LAW

3 hours

OUR POLITICAL PARTY SYSTEM

Teacher Preparation

a. Read "Being an Informed Citizen", *(007GL)*, pages 34-40.
b. Secure representative(s) from the major political parties to speak to the class about party structure, purpose, and goals. Request current party literature.
c. Secure name and address of senators and area representatives.

Basic Skills

a. Reading for facts
b. Listening for facts
c. Making judgments
d. Verbal persuasion
e. Writing a business letter

Classroom Activities

a. Reading materials: Students will read, "Being an Informed Citizen", pages 34-40 and the literature provided by the speakers.
b. Group activity: Prior to the presentation(s), class will develop questions concerning pertinent issues relating to the betterment of the community.
c. Demonstration: Political party representative(s) will address themselves to the following topics: 1) How the party is organized, 2) Party conventions and the election of delegates, 3) Goals of the party, 4) What political parties do between elections, 5) Importance of voting.
d. Group discussion: Class will participate in a question/answer session with the speaker(s) using the questions prepared in class to stimulate the discussion.

Demonstration of Competence

Class will nominate one student to represent each political party. The nominees will select a specific issue to debate such as: use of nuclear power plants or mass transportation. After the nominees debate the issue, students will then vote for the candidate of their choice.

Individual Life Skill Activity

Student will write a letter to a senator or representative expressing personal views on legislation currently before Congress.

IVD 14
GOVERNMENT AND LAW

1½ hours

UNDERSTANDING YOUR LOCAL GOVERNMENT

Teacher Preparation

a. Secure a speaker who represents the local government such as the borough manager, or township supervisor.

Basic Skills

a. Listening for facts
b. Drawing conclusions
c. Writing a summary
d. Oral reporting

Classroom Activities

a. Demonstration: Presentation by local government representative.
b. Group discussion: Question and answer session with representative: How is the local government run? What are the duties of the speaker? What services does the town provide? Does your vote count on the local level? How do you get your name on the ballot if you want to run for a position in the local government? How are your taxes spent at the local level?

Demonstration of Competence

Student will write a summary of the presentation given by the local government representative.

Individual Life Skill Activity

Student will attend a public meeting of the local government such as a township supervisors' meeting. Student will report to class on the specific issues discussed and the action that was determined on these issues.

IVD 15

GOVERNMENT AND LAW

3 hours

THE FEDERAL GOVERNMENT

Teacher Preparation

a. Secure the film, "We the People - Story of Our Federal Government". (131GL)
b. Read "American History Study Lessons, The Constitution", lessons 3,8,9,10 and articles I,II, and III of the Constitution, pages 83-93. (002GL)
c. Collect copies of current newspaper.

Basic Skills

a. Reading comprehension
b. Interpreting a visual
c. Reading a chart
d. Drawing conclusions

Classroom Activities

a. Reading material: Students will read lessons 3,8,9, and 10 of "The Constitution, American History Study Lessons".
b. Film: Class will view and discuss the film, "We the People - Story of Our Federal Government" which shows how the federal government was established into three branches. It explains the separation of power and the system of checks and balances.
c. Group discussion: Discuss the qualifications and duties that the Constitution specifically grants to the Executive, Legislative, and Judicial branches of the government. What are implied powers? What is the "*elastic clause*"? How do the three branches share responsibilities? What is the purpose of the system of checks and balances?

Demonstration of Competence

Student will correctly answer the questions selected by the teacher from lessons 3,8,9 and 10 of "The Constitution, American History Study Lessons".

Individual Life Skill Activity

Student will select five current events items from the newspaper and determine which branch of the government would have the primary responsibility in each situation. Student's opinion would be discussed with teacher.

IVD 16

GOVERNMENT AND LAW

3 hours

POWERS OF THE PRESIDENT

Teacher Preparation

a. Secure the films, "Forward Together", *(114GL)*, and "Franklin D. Roosevelt-The New Dial". *(115GL)*
b. Read "American History Study Lessons, The Constitution", lessons 7,8 and article II of the Constitution, pages 90-92. *(002GL)*
c. Collect copies of current newspapers.

Basic Skills

a. Reading comprehension
b. Interpreting a visual
c. Reading a map
d. Writing a paragraph

Classroom Activities

a. Films: Class will view the film, "Franklin D. Roosevelt-The New Dial". Teacher will lead a discussion on the topic of FDR vs. the Supreme Court and FDR's attempt at "*court packing*". Class will view the film, "Forward Together" and discuss Gerald Ford's ascension to the presidency.

b. Reading material: Students will read lessons seven and eight of "The Constitution, American History Study Lessons".
c. Group discussion: Teacher will discuss the power of the President as stated in article II of the Constitution and give examples of each executive power from the terms of recent past presidents. Why is the Executive Branch often regarded as the strongest branch of the government?

Demonstration of Competence

Student will correctly answer the questions on pages 136-137 of "The Constitution, American History Study Lessons".

Individual Life Skill Activity

Using the newspaper, student will locate three articles which illustrate powers of the president as used by President Carter and write a short paragraph explaining each.

IVD 17
GOVERNMENT AND LAW

3 hours

HOW A BILL BECOMES A LAW

Teacher Preparation

a. Read "American History Study Lessons-The Constitution", *(002GL)*, pages 86-87, 124-128.
b. Read "Reading Achievement", *(071G)*, pages 102-106.
c. Secure film, "How a Bill Becomes a Law". *(117GL)*

Basic Skills

a. Understanding details
b. Reading a chart
c. Following a sequence
d. Writing a business letter

Classroom Activities

a. Film: Class will view film, "How a Bill Becomes a Law", which traces the legislative process involved in lawmaking.
b. Reading material: Students will read "American History Study Lessons-The Constitution", pages 124-126.
c. Group discussion: Teacher will read aloud and explain Article I, Section 7 of the Constitution. Class will examine chart of how a bill becomes a law on page 126 of the student reading material. How does the system of *"checks and balances"* apply to lawmaking? What are some current bills before Congress?

Demonstration of Competence

Student will do the exercises on pages 127-128 in "American History Study Lessons-The Constitution".

Individual Life Skill Activity

Student will write a letter to a United States Representative or Senator requesting a copy of that individual's current voting record.

IVE 18
GOVERNMENT AND LAW

3 hours

FILING A FEDERAL INCOME TAX RETURN

Teacher Preparation

a. Secure forms 1040A and corresponding instruction manual, "Understanding Taxes", acquire from local Internal Revenue Service.
b. Read "Reaching Math Competence", (069G) pages 182-185.

Basic Skills

a. Addition and subtraction of decimals
b. Multiplication, decimals and percents
c. Understanding tax terminology
d. Filing a federal income tax form

Classroom Activities

a. Reading materials: Students will read, "Reaching Math Competence", pages 182-185 and review the information contained in the IRS booklet, "Understanding Taxes".
b. Group discussion: Using the IRS booklet, the class will discuss the various tax terminology such as: dependent, exemptions, earned income, interest, dividends, and credits.
c. Demonstration: Teacher will distribute the blank 1040A forms and assist the class in filling out the form for a given family size and income.

Demonstration of Competence

Using the examples given on page 185 of "Reaching Math Competence", student will correctly answer the five problems in completing the 1040A form.

Individual Life Skill Activity

Student will fill out a 1040A form using students W-2 form information and file it with the IRS before April 15.

IVE 19
GOVERNMENT AND LAW
1½ hours

FILING A STATE INCOME TAX RETURN

Teacher Preparation

a. Secure tax forms and corresponding instruction booklet from the State Revenue Department.

Basic Skill

a. Addition and subtraction of decimals
b. Multiplication of decimals and percents
c. Understanding tax terminology
d. Filing a state income tax form

Classroom Activities

a. Reading materials: Students will read the state income tax booklet.
b. Group discussion: Guided by the teacher, the class will discuss various tax terminology such as: dependent, exemptions, earned income, credits, interest, and dividends.
c. Demonstration: Under the teacher's instructions, the class will fill out a state income tax form using the statistics of a fictitious family.

Demonstration of Competence

Given an earned income of $13,500, three dependents, income tax withholding of $297.00, interest income of $225.00, and dividend income of $68.00, student will correctly complete a state income tax form.

Individual Life Skill Activity

Student will fill out a state income tax form using students W-2 form and mail the form prior to the filing deadline.

IVE 20

GOVERNMENT AND LAW

1½ hours

UNDERSTANDING LOCAL TAXES

Teacher Preparation

a. Secure county, city, and/or township tax literature.

Basic Skills

a. Reading a form
b. Understanding tax terminology
c. Basic mathematics
d. Writing a report

Classroom Activities

a. Demonstration: Teacher will distribute tax literature concerning the various municipal tax forms and explain the terminology and requirements for filing the forms.

b. Group discussion: Guided by the teacher, class will discuss the following topics:
   1. Why do we have city and county taxes?
   2. What are real estate taxes?
   3. How are real estate taxes assessed?
   4. What is a per capita tax?

Demonstration of Competence

With knowledge acquired in this lesson, student will be able to understand and properly execute the various tax forms such as: county wage tax, school tax, and per capita tax that apply to the student.

Individual Life Skill Activity

Student will attend a local school board meeting to determine how taxes are appropriated for the school district's budget. Student will write a report for class explaining how the appropriated money is being utilized.

VA 1
COMMUNITY RESOURCES

1½ hours

READING A ROAD MAP

Teacher Preparation

a. Read "Reading Competence", (072G), pages 43-45.
b. Read "Reading Improvement", (073G), pages 44-48.
c. Collect road maps from gasoline companies.
d. Secure an atlas.

Basic Skills

a. Understanding directions
b. Chart and map reading
c. Computing mileage
d. Understanding map symbols and abbreviations

Classroom Activities

a. Reading material: Class will read "Reading Competence", page 43-45 and "Reading Improvement", page 44-48.
b. Demonstration: Teacher will distribute road maps to class and show how to properly read a road map, what different color roads signify, and how to determine toll roads. Teacher will give an example of charting a trip destination (Lancaster to Pittsburgh) and computing the mileage involved.
c. Discussion: Why might it be important to chart an alternate route to your destination? Is the shortest route always the best? Do you need to consider restaurants, gas stations, or scenic routes when planning a trip?

Demonstration of Competence

Two students working together will each plan two trips, checking each other for routes and mileage accuracy.

Individual Life Skill Activity

Each student will plan a trip to a destination at least 100 miles away from home base, recording the routes and mileage.

VA 2
COMMUNITY RESOURCES

1½ hours

USING PUBLIC BUS TRANSPORTATION

Teacher Preparation

a. Collect local bus schedules.
b. Read "Reading Performance", (074G), pages 124-128.

Basic Skills

a. Understanding a.m. and p.m.
b. Following directions
c. Computing time
d. Planning a time schedule
e. Drawing conclusions

Classroom Activities

a. Reading materials: Class will read "Reading Performance", page 124-128.
b. Group activity: Teacher will distribute copies of bus schedule to each student. Class will discuss a.m. and p.m., outbound and inbound, shaded or different colored areas, transfers, and rates.

Demonstration of Competence

Student will select the bus schedule which will enable student to travel by bus from the class location to home. Student will calculate the departure and arrival time, the route, and the cost of the trip.

Individual Life Skill Activity

Student will choose a destination using local bus transportation. Student will chart the trip and calculate the time and the cost of the trip prior to departure.

VA 3
COMMUNITY RESOURCES

3 hours

USING TRAIN TRANSPORTATION

Teacher Preparation

a. Secure train transportation brochures, schedules, and maps from local railroad station or travel agency.
b. Read "Reading Performance", (074G) , pages 128-130.
c. Read "Reaching Math Competence", (069G), pages 62-63.
d. Secure the film "Ballad of the Iron Horse". (110CR)

Basic Skills

a. Reading a train schedule
b. Reading a map
c. Understanding departure and arrival times
d. Understanding abbreviations and symbols
e. Using basic math skills to compute train fares

Classroom Activities

a. Film: Class will view and discuss the film "Ballad of the Iron Horse" which depicts the development of the railroad and its contribution to American economic growth and the current financial problems facing the railroad industry.
b. Demonstration: Teacher will distribute train schedules and maps and demonstrate how to read the schedules, locate destinations on the maps, and explain terminology, symbols, and abbreviations.
c. Reading materials: Students will read and do the exercises on pages 128-130 in "Reading Performance". Using "Reaching Math Competence" the students will study the sample cost calculations involved in train travel on page 62.

Demonstration of Competence

Student will correctly answer the train travel questions on pages 62-63 in "Reaching Math Competence".

Individual Life Skill Activity

Using a train schedule, student will plan a 100-200 mile trip, determining departure and arrival times and total cost of the trip.

VA 4
COMMUNITY RESOURCES

3 hours

USING AIR TRANSPORTATION

Teacher Preparation

a. Secure the film "Conquest of the Skies", Screen News Digest. (112CR)
b. Secure a representative from a local travel agency or airlines. Request airline timetables and air fare tables for each class member.
c. Read "Reaching Math Competence", (069G) , pages 65-66.
d. Read "Reading Performance", (074G), pages 131-132.

Basic Skills

a. Reading an airline timetable
b. Understanding departure and arrival times
c. Understanding abbreviations
d. Using basic math skills to compute air fares

Classrooms Activities

a. Film: Class will view and discuss the film "Conquest of the Skies" which surveys air transportation from the Wright Brothers to the modern SST.
b. Demonstration: Presentation by the resource expert who will distribute timetables and air fare tables and demonstrate how to read the tables and how to calculate air fares.

Demonstration of Competence

Student will correctly answer the air transportation problems on pages 66-67 in "Reaching Math Competence".

Individual Life Skill Activity

Using travel brochures and flight schedules, student will plan a dream trip, showing destination, round trip departure and arrival times, and air transportation costs.

VA 5

COMMUNITY RESOURCES

3 hours

TIME ZONES

Teacher Preparation

a. Read "Reading Performance", Time Zones and Time, (074G), pages 113-122.
b. Read "Reaching Math Competence", (069G), pages 74-77.
c. Secure a globe.

Basic Skills

a. Reading a map
b. Understanding time zones
c. Using basic math to compute time
d. Understanding abbreviations

Classroom Activities

a. Demonstration: Using a globe, teacher will demonstrate how time zones are based on the earth's rotation.
b. Reading materials: Students will study the time zone map and do selected activities in "Reading Performance", pages 113-122.
c. Group activity: Teacher will assist the class in doing the computation examples and exercises based on the time zone map in "Reaching Math Competence", pages 74-76.
d. Group discussion: What is daylight savings time? When does it occur? What are some advantages and disadvantages?

Demonstration of Competence

Student will correctly answer the time zone problems in the exercise on pages 76-77 in "Reaching Math Competence".

Individual Life Skill Activity

When traveling, student will be able to calculate time zone changes.

VA 6
COMMUNITY RESOURCES

1½ hours

TRAFFIC SIGNS

Teacher Preparation

a. Read the booklet "The New Look in Traffic Signs and Markings". *(087CR)*
b. Read "Reading Competence", Traffic Signs, *(072G)*, pages 36-42.
c. Secure "Pennsylvania Manual for Drivers" from the PA Department of Transportation or the State Police Headquarters.

Basic Skills

a. Reading traffic signs
b. Interpreting shapes of signs
c. Making comparisons
d. Understanding the use of traffic signs

Classroom Activities

a. Reading materials: Student will read the booklet "The New Look in Traffic Signs and Markings."
b. Demonstration and discussion: Class will discuss the purpose of traffic signs and what would happen if we did not have these signs. Teacher will demonstrate through visual illustrations how the new road signs use symbols, shapes, and colors to convey meaning. Teacher will explain the three general types of traffic signs: warning signs, regulatory signs, and prohibitory signs.

Demonstration of Competence

Students will form small groups and orally test their understanding of traffic signs by identifying the signs and explaining how each sign is used.

Individual Life Skill Activity

Student will demonstrate a knowledge of traffic signs by identifying and obeying all signs while acting as a motorist or pedestrian.

VA 7
COMMUNITY RESOURCES

3 hours

OBTAINING A DRIVER'S LICENSE

Teacher Preparation

a. Secure current copies of "Pennsylvania Manual for Drivers". (066CR)
b. Secure the film "Your Permit to Drive". (134CR)
c. Obtain sample applications for learner's permit and driver's license from State Police.
d. Develop an audio tape with driving questions and answers.

Basic Skills

a. Interpreting a visual
b. Reading for facts
c. Memorizing details
d. Filling out a form
e. Listening for facts

Classroom Activities

a. Film: Class will view and discuss the film "Your Permit to Drive" which stresses the privileges and responsibilities of having a driver's license.
b. Demonstration: Teacher will distribute sample application forms for learner's permit and driver's license and demonstrate how to fill out each form. Class will discuss the requirements for each.
c. Reading materials: Students will read and study the driver's manual.
d. Audio tape: Students will listen to the tape in preparation for the Rules of the Road test.

Demonstration of Competence

Student will fill out an application for a learner's permit and a driver's license. Student will orally answer questions in the driver's manual as asked by a classmate.

Individual Life Skill Activity

Student will be able to apply for a driver's license and answer the questions to the Rules of the Road test.

VB 8
COMMUNITY RESOURCES

1½ hours

USING THE TELEPHONE DIRECTORY

Teacher Preparation

a. Read "Using Community Resources". *(096CR)*
b. Read the booklet "How to Use Your Phone", Bell Telephone Company. *(049CR)*
c. Secure telephone directories.
d. Prepare a list of names, businesses, services, and subjects to be located in the telephone directory.

Basic Skills

a. Following directions
b. Alphabetizing
c. Understanding abbreviations
d. Reading a chart
e. Using the telephone directory

Classroom Activities

a. Demonstration: Teacher will distribute telephone directories to class and show the various sections of the directory. Teacher will explain the alphabetical listing of the white pages and demonstrate locating a person, business, and community resources. Teacher will explain why the yellow pages are called classfied pages and demonstrate locating a business and a service. Teacher will demonstrate how to use cross reference and guide words.
b. Group activity: Guided by the teacher, class will do selected activities.

Demonstration of Competence

Student will do the activities on pages 34-37 in "Using Community Resources."

Individual Life Skill Activity

Using a list of names, businesses, services, and subjects prepared by teacher, student will locate a telephone number for each by using the white and yellow pages of the telephone directory.

VB 9

COMMUNITY RESOURCES 1½ hours

MAKING TELEPHONE CALLS

Teacher Preparation

a. Read "How to Use Your Phone", (049CR), pages 3-8.
b. Secure telephone directories.

Basic Skills

a. Following directions
b. Locating information
c. Making telephone calls

Classroom Activities

a. Reading materials: Students will read "How to Use Your Telephone", pages 3-8.
b. Demonstration: Using the telephone directory, teacher will show the introductory pages which contain general information and instructions. Teacher will demonstrate and discuss how to make local calls, various types of long distance calls, and good telephone manners.

Demonstration of Competence

Student will make a simulated local and long distance telephone call for class evaluation.

Individual Life Skill Activity

Student will be able to use proper procedures in making various types of telephone calls.

VB 10

COMMUNITY RESOURCES

1½ hours

CONTACTING EMERGENCY SERVICES

Teacher Preparation

a. Read the booklet "In Case of Emergency", Bell Telephone Company. (052CR)
b. Read "Using Community Services", (096CR), pages 51-55.
c. Secure telephone directories.

Basic Skills

a. Following directions
b. Understanding abbreviations
c. Drawing conclusions
d. Locating information in the telephone directory

Classroom Activities

a. Group discussion: Teacher will lead a discussion describing emergency situations such as an automobile accident, a fire, or a sudden illness. How would you respond to an emergency? Who would you contact?
b. Demonstration: Teacher will distribute telephone directories to class and show the different sections that contain emergency numbers. Inside front cover usually contains fire, police, and ambulance numbers. The Guide to Human Services contains many additional community services. Teacher will also explain white pages and yellow pages.

Demonstration of Competence

Using a local telephone directory, student will compile a list of emergency numbers by copying and completing the forms on page 54 in "Using Community Resources."

Individual Life Skill Activity

After completing the list of emergency telephone numbers, student will place the list near a telephone at home and keep a copy in his/her wallet for quick reference in case of an emergency.

VB 11

COMMUNITY RESOURCES 1½ hours

MAKING HOTEL RESERVATIONS

Teacher Preparation

a. Secure brochures containing room rates and hotel registration forms from several local hotels.

b. Secure permission for class members to call the hotel to simulate making hotel reservations.

Basic Skills

a. Reading hotel brochures

b. Comparing hotel rates

c. Using basic math skills to compute hotel rates

d. Completing a registration form

e. Making reservations by telephone

Classroom Activities

a. Demonstration and discussion: Teacher will distribute the hotel brochures containing room rates. Class will read the brochures and compare room rates and services offered by the hotels. Teacher will distribute hotel registration forms and assist students in correctly completing the form. Teacher will demonstrate how to use the telephone in making hotel reservations. Class will discuss good and bad telephone manners.

Demonstration of Competence

Using one of the local hotel brochures, student will determine the cost of hotel accommodations for his/her family for three nights. Student will complete the registration form for the hotel.

Individual Life Skill Activity

Student will telephone the hotel designated by teacher and simulate making a hotel reservation.

VB 12
COMMUNITY RESOURCES

3 hours

DINING IN A RESTAURANT

Teacher Preparation

a. Collect sample menus from various restaurants.
b. Read "Reading Performance", Eating Out, (*074G*), pages 135-144.
c. Read "Improving Math Competence", (*051G*), pages 191-193.

Basic Skills

a. Reading a menu
b. Making comparisons
c. Drawing conclusions
d. Adding and multiplying decimals
e. Changing percents to decimals

Classroom Activities

a. Demonstration: Teacher will distribute menus and discuss terminology such as entree, a la carte, and du jour. Using a sample menu, teacher will demonstrate how to calculate the cost of the meal, the sales tax, and the tip.
b. Reading materials: Guided by teacher, class will read and do exercises about dining out on pages 135-141 in "Reading Performance". As a group, students will examine math problems involved in eating in a restaurant in "Improving Math Competence", pages 191-193.

Demonstration of Competence

Student will answer the review questions on page 142 in "Reading Performance" and do the computation problems on page 193 in "Improving Math Competence."

Individual Life Skill Activity

Student will role play dining out by ordering a meal from one of the restaurant menus. Student will calculate the cost of the meal, the sales tax, and the tip.

3 hours

EDUCATIONAL FACILITIES

Teacher Preparation

a. Poll class to determine the main areas of educational interest. Survey the community and plan a field trip to an appropriate educational facility.
b. Secure educational brochures and catalogs from local colleges, trade schools, vocational and technical institutions for distribution to class.

Basic Skills

a. Reading for facts
b. Basic math skills
c. Making comparisons
d. Writing an essay

Classroom Activities

a. Reading materials: Teacher will distribute the educational brochures and catalogs to class and answer questions when possible or refer student to the appropriate resource person.
b. Discussion: What are some of your past educational experiences? What educational goals would you like to establish? What will new or additional education mean to you? How much would it cost?
c. Field trip: Class will visit a selected educational institution to gain an understanding of educational services offered, time involved to complete a specific program, and cost of the program.

Demonstration of Competence

After the field trip, student will write an essay describing educational services offered by the school, time involved to complete a course of study, and total cost of the program. Student will also describe any positive or negative feelings experienced prior, during, or after visiting the educational facility.

Individual Life Skill Activity

Student will select an educational facility in the community that would meet personal needs. Student will obtain information about the program and discuss this information with teacher or counselor.

VC 14

3 hours

COMMUNITY RESOURCES

USING THE PUBLIC LIBRARY

Basic Skills

a. Alphabetizing
b. Following directions
c. Filling out a form
d. Using a card file

Teacher Preparation

a. Read "Where to Go, Who to See, What to Do", (099G), page 83-84.
b. Contact local library to arrange a class field trip to the library. Explain group needs so the librarian can make relevant selections of books and materials.
c. Secure trial applications from the library.

Classroom Activities

a. Reading materials: Class will read "Where to Go, Who to See, What to Do", page 83-84.
b. Group discussion: What services can the library provide? Why is it useful to have a library card?
c. Demonstration: Teacher assists students in filling out trial library application forms.
d. Field trip: Students will learn about local library rules and procedures, (how to use a card file, check out a book, magazine, record, etc).

Demonstration of Competence

Student will fill out an application form for a library card. After securing a card, student will select and check out materials.

Individual Life Skill Activity

Student will go to the library alone, check out a book, (record, magazine, etc.) and return to class with the item.

VC 15

COMMUNITY RESOURCES

3 hours

UNITED STATES POST OFFICE SERVICES

Teacher Preparation

a. Arrange a field trip to the local U. S. Post Office. Request literature about available services to be distributed to class prior to field trip.

Basic Skills

a. Addressing an envelope
b. Understanding abbreviations
c. Identifying services of the U.S. Post Office
c. Writing paragpaphs

Classroom Activities

a. Reading materials: Teacher will distribute literature from the Post Office for class to review.
b. Group activity: After reading the material, class will develop a list of questions that can be used when touring the Post Office.
c. Field trip: Class will tour the local Post Office to gain an understanding of the services available and how to effectively use these services. Class will learn the importance of properly addressing mail, how to insure mail, and how to purchase items such as stamps and money orders.

Demonstration of Competence

Student will write several paragraphs describing the services offered by the local United States Post Office.

Individual Life Skill Activity

In the future, student will address all mail correctly. Whenever necessary, student will be able to effectively use the services offered by the United States Post Office.

VC 16
COMMUNITY RESOURCES

3 hours

DAY CARE CENTERS

Teacher Preparation

a. Survey the community to acquire a list of telephone numbers and addresses of local day care centers.
b. Arrange a field trip to an approved local day care center.
c. Collect pamphlets concerning day care centers from local sources.

Basic Skills

a. Developing a checklist
b. Calculating costs
c. Making judgments
d. Writing paragraphs

Classroom Activities

a. Group discussion: Teacher will lead a discussion concerning the need for day care centers. Who is eligible for day care? What fees are charged? What should a parent expect from a day care center? What types of activities does a center provide for the child?
b. Group activity: Class will develop a checklist to evaluate physical, educational, and social aspects of the day care center.
c. Field trip: Class will visit a local day care center to gain an understanding of the services and facilities available.

Demonstration of Competence

Using the class developed checklist, student will evaluate the day care center and will write a paragraph describing positive or negative feelings about the facility.

Individual Life Skill Activity

Student will understand what to look for in a day care facility and will be able to compare and evaluate day care centers for present or future use.

VC 17
COMMUNITY RESOURCES

1½ hours

RECREATIONAL FACILITIES

Teacher Preparation

a. Read "Where to Go, Who to See, What to Do", (099G), chapter 6, Recreational Services.
b. Read the pamphlet "Pennsylvania Trail of History". (067CR)
c. Collect state road maps.
d. Collect telephone directories.

Basic Skills

a. Reading a map
b. Using a map key index
c. Identifying recreational facilities
d. Using basic math skills to calculate recreational services

Classroom Activities

a. Reading materials: Students will read the pamphlet "Pennsylvania Trail of History" and "Where to Go, Who to See, What to Do", chapter 6.
b. Group discussion: What recreational activities do you enjoy? What public parks and pools are available in your community? What kind of recreation is available in your community for preschool children, families, single people, and retired people? What sports clubs are available? What are the costs involved in the different recreational activities?
c. Map study: Teacher will distribute state maps and explain the map index key. Students will locate parks, museums, zoos, lakes, historic sites, camping areas, and other areas of interest.

Demonstration of Competence

Using the telephone directory, student will list the name, address, and telephone number of five local recreational facilities that he/she would like to use. Student will locate these facilities on the map.

Individual Life Skill Activity

Student will investigate a preferred recreational activity and itemize any costs involved in the activity.

VC 18
COMMUNITY RESOURCES

1½ hours

OBTAINING LICENSES

Teacher Preparation

a. Obtain license applications for hunting, fishing, pets, etc. from the local court house or other approved sources.
b. Secure telephone directories.

Basic Skills

a. Reading a form
b. Following directions
c. Filling out a form
d. Addition of decimals and whole numbers
e. Drawing conclusions

Classroom Activities

a. Group discussion: What is the purpose of a license? What licenses do you now have? What types of licenses might you need or want in the future? Where can you obtain a license for hunting or fishing? What is the total cost of the license? How often must certain licenses be renewed? What are some of the regulations and responsibilities involved in having specific licenses?
b. Demonstration: Teacher will distribute various types of license applications to class. Teacher will explain each item on the application and will demonstrate how to compute the fees. Using the telephone directory, teacher will demonstrate how to locate the number and address where a specific license can be obtained.

Demonstration of Competence

Student will complete a selected license application and verbally demonstrate to teacher an understanding of the regulations and responsibilities involved in possessing the license.

Individual Life Skill Activity

Student will check the expiration date on currently owned licenses to ensure prompt renewal. To obtain a license, student will be able to locate the agency responsible for issuing the license.

VC 19
COMMUNITY RESOURCES

3 hours

LEISURE TIME: HOBBIES

Teacher Preparation

a. Secure brochures from local educational facilities, community centers, and craft shops concerning hobby and craft classes.

Basic Skills

a. Reading for facts
b. Making decisions
c. Demonstrating a skill

Classroom Activity

a. Reading materials: Students will read brochures about hobby and craft classes to become aware of the facilities available in the community.
b. Group discussion: What hobbies or interests do you follow in your leisure time? How did you become interested in the activity? What do you enjoy about the hobby? How has it been rewarding? Where could someone learn more about this hobby?
c. Hobby and craft exhibit: Class will organize an exhibit to display their hobbies and crafts.

Demonstration of Competence

Student will demonstrate a hobby to class and explain the skill, the time, and the cost involved.

Individual Life Skill Activity

With an awareness of different hobbies and interests, student will be able to pursue a new hobby or enrich an old one.

VC 20
COMMUNITY RESOURCES

3 hours

POLLUTION

Teacher Preparation

a. Secure the film "What Price Progress", Oasis in Space Series. (132CR)
b. Read "Reading Achievement", Pollution and Resources, (071G) , pages 134-145.

Basic Skills

a. Interpreting a visual
b. Reading for facts
c. Drawing conclusions
d. Comparing and contrasting

Classroom Activities

a. Reading materials: Students will read "Reading Achievement", pages 134-145 and do the activities selected by teacher.
b. Film: Class will view and discuss the film "What Price Progress" which takes an in-depth look at the problem of environment versus economics as discussed by such authorities as Margaret Mead. Teacher will lead a discussion on the different types of pollutants and their effect on human life.
c. Group activity: Class will survey their community and compile a list of air, water, and land areas that are presently polluted and those that are potentially hazardous to the community. Class will discuss the steps that could be taken to clean the polluted areas and the preventive action necessary to control pollution in specific areas. Class will discuss how each person's civic involvement could create the effective pressure to improve the quality of the environment.

Demonstration of Competence

Student will correctly answer selected questions in "Reading Achievement", Pollution and Resources.

Individual Life Skill Activity

Student will choose one of the identified local pollution areas and write a letter about the problem to a local government official or express these views in person at a local government meeting.